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ABSTRACT

This guide is intended to help home economics teachers develop an issues-based curriculum using the home- and life-management content. The guide is intended to help teachers identify issues, teach process skills, and then apply those process skills to issues (content). The guide consists of five sections. Within each section, short discussions written by home economics teachers are followed by sample lesson plans and learning activities. A blank lesson plan form is also included. The first four sections cover the following topics: getting started; learning process skills first; applying process skills to identified issues in content areas (for example, employment, healthy family characteristics, life cycle roles, money management and budgeting, special needs students, and accountability); and classroom teacher experiences. The final section contains additional resources, such as quotations from educational leaders in support of teaching process and thinking skills; examples of objectives, goals, and outcomes in issue and process-based curricula; learning plan checklists; and seven references. (KC)

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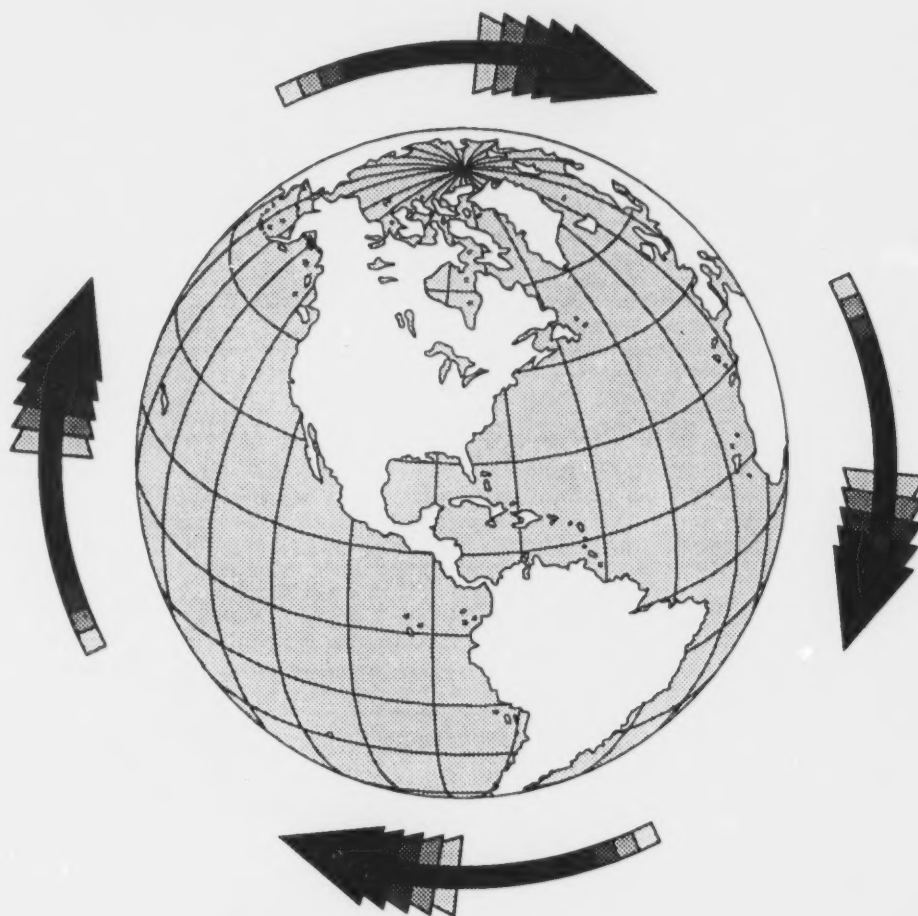
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A FUTURE OF CHOICE !

**A GUIDE TO DEVELOPING ISSUE-BASED
CURRICULUM WITH PROCESS SKILLS LEARNED
BEFORE AND THROUGHOUT CONTENT**



**TERESA M. STONE, C.H.E.
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Foreword

Give a man a fish, and you feed him for a day, Teach a man to fish, and you feed him for a lifetime. —Chinese Proverb

By teaching process skills related to critical thinking, communication, cooperation, leadership, problem solving and decision making, we are preparing our students with the skills necessary for a productive and responsible life. Home economics instruction is the perfect vehicle to integrate these process skills with life-long learning.

A Future of Choice provides research-based information and the practical applications for instruction that enable us to continue to teach process skills within all levels of home economics. This monograph is an excellent resource for all educators, as it reinforces the practice of teaching process skills through content.

The Home Economics Education Association would like to thank Teresa Stone, Editor and primary contributor to this monograph, as well as the other contributors Marcia Knudson, Chris Wyatt, Sarah Thomas, and Michelle Hamilton. The Executive Board expresses its thanks to Dr. Janice Wissman and the Publication Committee for their work in preparing this monograph for publication. The efforts of all of these professionals have provided us with an excellent resource to examine our instruction and to teach process skills through home economics.

Ruth Anne Schultz, CHE
President, 1991-1993

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Contributing authors to this guide were members of the curriculum team in Washington State responsible for the "Families and Futures" guide to developing curriculum. They each contributed from their areas of focus during that process. Michelle Hamilton was not on that team, but she worked with Teresa M. Stone, C.H.E., during that time and had little choice but to take the plunge into the issue-based curriculum development effort. Special thanks to her for her willingness to speak up for change. As change is made it becomes difficult to pinpoint exactly who did what or where an idea originated, but there are always some key publications and people who play a significant role in the change process. Those of us who worked on this guide were particularly influenced by the following thinkers, creators, researchers, and publications.

With special thanks to:

- The authors of AHEA's *Home Economics Concepts: A Base for Curriculum Development* - for a concise and thorough document.
- Edythe Johnson Holubec - for the teacher training in cooperative learning and the impact she made for our students.
- The states of Wisconsin, Minnesota, Nebraska, and Kentucky - for sharing their own curriculum changes.
- The SCANS Report* - published just in time to verify that we really are on the right track.
- To specific authors mentioned in the resource section - for jarring our brains and turning the lights on!
- To "the Washington State system" and to Nancy Johnson, Director, and Marcia Riggers, Program Specialist, Home and Family Life Education - for their encouragement and support.
- To the Home Economics teachers in Washington State - because they are all the "cut, paste, and share" champions of the world.

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INTRODUCTION

The purpose of this document is to serve as a guide for developing issue-based curriculum that, before and throughout the content, focuses on teaching and learning process. It is intended to take theory and convert it to practice. It is meant to assist Home Economics teachers and programs in becoming accountable for teaching process. The teaching of process must be the focus of any relevant curriculum and the process skills learned must be evaluated. Process skills are the key to our students' ability to thrive in the 21st century.

Identifying issues, teaching process skills, and then applying those process skills to issues (content) are the three core phases of developing issue-based curriculum. Lessons developed beyond this core will address locally identified issues and will be as varied as teachers and classrooms. If done with process as the base of each lesson, there will be some common threads throughout all programs. Students will often be seen in cooperative groups, asking questions, using a variety of resources--including technology--to find answers, and acting on those answers through a variety of projects. These behaviors are indicators that process is being learned. Future Homemakers of America programs will often serve as the foundation. More than one traditional home economics content area might be addressed in the same project. These projects will surround the perennial challenges that face all generations but which are addressed by each generation in unique and appropriate ways. The amount of time allocated for each issue and project will be congruent with the amount of time spent on that issue in real life.

What's the teacher role in issue-based curriculum? That might best be answered with a short story. Some years ago, at the close of the school year, FHA/HERO members gave me a "back'seat driver's" award. At first I didn't know what they meant until they explained that the award was for "leading from behind." That's where teachers should be--giving direction, advice, providing resources, facilities, materials, explaining, monitoring, demonstrating, encouraging, "leading from behind." That award is the most precious of the many I have received.

I hope this guide will be a beginning point for issue-based curriculum development. I know it is not the end; there will never be an end as change will continue. As I work with students each term, they have always identified one or two new issues. These issues are directly related to a perennial challenge but definitely are of the new generation. I believe using process skills to address perennial issues will continue to be the greatest challenge for families. As you use this guide, remember, we're all in this fascinating change process together. For that, I'll be forever grateful.

Teresa M. Stone, C.H.E.

HOW TO USE THIS GUIDE

It must be remembered that this document is a GUIDE to developing curriculum. It is not meant to be a source of quick lesson ideas. There are some lesson plans but the critical use will be as teachers develop curriculum that truly focuses on process, with content as the secondary focus. This focus is becoming critical as education becomes more accountable to society and industry for students who can **think** and **do** as opposed to **know**.

The *first step* in using issue-based curriculum is **GETTING STARTED** by identifying issues with the students. The *second step* is **LEARNING THE PROCESS SKILLS**. *Third*, students **APPLY PROCESS SKILLS TO CONTENT AREAS** and practice the process skills in the context of real life issues. The rationale for each step is given at the beginning of each of these three sections in this guide.

You may be feeling overwhelmed by the relevance and the magnitude of this change toward teaching process before and throughout content in an issue-based curriculum. If that is the case, move directly to the *fourth* section, **CLASSROOM TEACHER EXPERIENCES**. You will find realistic applications and words of encouragement.

There is a master copy of the learning plan form on the next page of this guide. As you use this form while planning learning experiences for students, you will be directed to identify both the issue and the relevant questions. You will have to decide which process skills are being used and which home economics content areas are being addressed. One of the unique aspects of this form is the large space for recording process activities. Please note that the evaluation sections follows the section labeled "Further Actions to Take," the application and extension of learning into the home and community. This plan for action is what makes the learning realistic.

Throughout the guide, you will find learning plans that have been developed for selected issues and problems appropriate to home economics instruction. The handouts and master transparencies listed in boldface print on each of the learning plans follow the respective plans in the guide. Please note that transparency masters are the T-numbered pages in the guide. A suggested learning plan checklist is included in Appendix B. If you find yourself answering "no" to some of the questions on the checklist, you should consider reworking your plan.

National Future Homemakers of America program materials are integral to this guide. They are all available for a nominal fee from: Future Homemakers of America, Inc., 1910 Association Drive, Reston, VA 22091.

LEARNING PLAN

GRADE LEVEL/COURSE: _____

APPROXIMATE # OF DAYS: _____

ISSUE:

RELEVANT QUESTION:

CONCEPT/TOPIC (Something To Think About):

SUGGESTED OBJECTIVE:

PROCESS/LEADERSHIP SKILLS

☐ Critical thinking ☐ Communication
☐ Creative thinking ☐ Cooperative learning
☐ Planning process for problem solving and
decision making

INTEGRATED CONTENT AREAS

☐ Nutrition ☐ Resource Mgt.
☐ Child Dev/Parenting ☐ Clothing/Textiles
☐ Living Environ. ☐ Relationships

RESOURCES (Something To Think With)

Teacher

Student

PROCESS/ACTIVITIES (Some Ways To Think)

Further Actions To Take (POWER OF ONE, Homework, Extended Learning, Community Service)

EVALUATION TECHNIQUE

HOW DO WE IDENTIFY ISSUES AND RELEVANT QUESTIONS?

Marcia Knudson

Change seems to be the only constant in our lives these days. The skills and knowledge that were appropriate for creating satisfying family lives in our parents' and grandparents' generations are different today. How can we prepare ourselves and our children for successful satisfying lives if we do not even know what we will need to know?

The "Stages of Learning" (T-1) and "Hazards and Pitfalls of Learning" (T-2) transparencies on the following pages can be used to give humorous insight into the fact that we really *don't know* but if we concentrate on *knowing how to know*, or process, then the transitions that come with change will allow us to have a future of our choosing. Try writing your own "know" statements and then explaining them to someone!

Visioning and strategic planning are current terms used in education to discuss change and knowledge worth knowing. Both concepts deal with predicting, predicting what the future will be like, and identifying the processes necessary to take us where we want to be in that future. Predicting is a process based in questioning, starting with known information and the understanding of the information, analyzing and comparing with other information, then creating a new idea based on the known, and finally, deciding if the new idea is plausible.

Students easily understand the process of predicting and planning for the future when explained on a small scale. For example, the weather report says there is a chance of rain today. You look out the window, see clouds, and think, "Yes, it certainly does look like rain. I'd better take my umbrella." After looking in the closet, you remember you left the umbrella with a friend. You consider going out of your way to the friend's, borrowing your little brother's cartoon umbrella, stuffing a large plastic bag in your pocket, or risk getting wet. After analyzing the options, you make your decision. You won't know until later if you made a good one, but you have the capability of being ready because you know how to predict and plan.

So how do we identify issues and relevant questions? It's very simple, actually. Just ask your students. Following is one learning plan example, but you will be able to create many more activities. The critical concept is to **ASK STUDENTS** using sound questioning techniques and limiting the possible issues to the arena of the subject matter of that course. Students will identify issues that require learning process skills as well as information from traditional content areas. **USE THEIR IDENTIFIED ISSUES** as the course outline, being sure to cover their priorities. Within each issue enable students to **ANSWER THEIR RELEVANT QUESTIONS**.

Using the questioning techniques to create a list of issues and relevant questions may seem like preliminary steps to the "real" course and simply a way to get started, but instead it is the course, because it is process. It teaches our students to answer the questions, "How can I have a satisfying and successful life? What skills do I need in my future?" through a process of predicting and planning.

Stages of Learning

1. Don't know you don't know.
2. Know you don't know.
3. Know how to know.
4. Know.

Hazards and Pitfalls of Learning

Don't know you know.

Thinking you know when you don't know.

What you thought you knew, you now know you don't know.

Not wanting to know what you don't know.

Not acting on what you know.

Acting on what you don't know.

Knowing what you shouldn't know.

Not wanting to know what you know.

Forgetting what you know.

IDENTIFYING ISSUES AND RELEVANT QUESTIONS

Learning Plan

GRADE LEVEL/COURSE: 7-12

APPROXIMATE # OF DAYS: 3-4

ISSUE: HOW CAN I HAVE A SATISFYING AND SUCCESSFUL LIFE?

RELEVANT QUESTION: WHAT SKILLS DO I NEED IN MY FUTURE?

CONCEPT/TOPIC (Something To Think About): ISSUES AND RELEVANT QUESTIONS

SUGGESTED OBJECTIVE: Identify issues and relevant questions.

PROCESS/LEADERSHIP SKILLS:

- | | |
|---|---|
| ☒ Critical thinking | ☐ Communication |
| ☒ Creative thinking | ☐ Cooperative learning |
| ☐ Planning process for problem solving and decision making | |

INTEGRATED CONTENT AREAS

- | | |
|--|--|
| ☐ Nutrition | ☐ Resource Mgt. |
| ☐ Child Dev. | ☐ Clothing/Textiles |
| ☐ Living Environ. | ☐ Relationships |

RESOURCES (Something To Think With)

Teacher

Conscious Questioning reference sheet
Change transparency (T-3)
Skills transparency (T-4)
Transition through Skills transparency (T-5)
Theme transparency examples
Current articles on the concept of change

Student

Essay Paragraph Guide

PROCESS/ACTIVITIES (Some Ways To Think)

•Introduce **change transparency** (T-3) with comments like: "The only guarantee about your future is change." Explain that ideas generated in this lesson will be developed in an essay and that they will become the course outline. Read orally excerpts from current articles on the concept of change.

•Brainstorm answers to questions on **skills transparency** (T-4). Keep a log of answers important to you or additional questions you have.

•Record student brainstorming answers to questions on **skills transparency**. (Use new transparency overlay for each period.)

Using **transition transparency** (T-5) ask students to define transition (a gradual change over time). Identify skills needed to make the transition and answer other questions on overlay. Using current state FHA/HERO theme and theme transparency (teacher made) ask students: What will you need to be able to do in order to have a happy and satisfying life?

•Students respond to teacher questions.

Student Homework: Using their log of answers important to them as pre-writing information, students complete a rough draft of an essay using the **Essay Paragraph Guide**.

•Teacher Homework: For each class period, cluster answers on theme transparency. Compare all class periods to find strands of similar clusters. These strands are written in the form of issue questions and details within strands are relevant questions. This becomes your course scope. Sequence may be built by prioritizing the knowledge and skills which must be learned before one can move on, and/or by resources available, and/or student-teacher interest. Continue to use the theme to coordinate issues and motivate students. Don't hesitate to let students help you with your homework.

FURTHER ACTIONS TO TAKE (POWER OF ONE, Homework, Extended Learning, Community Service)

Use essay to plan goals for POWER OF ONE, community service and other class projects.

EVALUATION TECHNIQUES

Student essay

Use **Learning Plan Checklist** to evaluate course outline. (See Appendix B of guide)

CONSCIOUS QUESTIONING

An understanding of questioning techniques and the different types of questions will help to elicit more thoughtful responses from students.

Blooms Taxonomy

Home Economists
Fedje and Irvine

Knowledge Level

Recall Questions

What do you want to know?
What do families do?
Where do we learn skills?
What is change?

Comprehension Level

Observation Questions

What do you see that some people haven't learned and need to know?
What skills do we need as family members?
How can we learn these skills?
How do people react to change?

Application Level

Similarities/Differences

Analysis

Probing

How are your lists like other student's?
What do you mean by.....?
What will be the role of the family in 15 years?
Explain how individuals in these news article have limited their choices.
How do people create more or fewer choices for themselves?
How does reaction to change limit or increase choices?

Synthesis

Grouping, Categorizing, Ordering

How can these lists of questions be grouped for understanding and study?
What can I do now to learn skills?
What do I need to do to be able to continue to learn new skills?

Evaluation

Cause/Effect- Conclusions

What activities, structure, and relationships will be essential?
What would happen if no one learned these things?
What would happen if everyone learned these things?
How do you learn best?
What is the best age to learn these things? Why?

CHANGE

**WHAT WILL BE THE ROLE OF
THE FAMILY FIFTEEN YEARS
FROM NOW?**

**WHAT ACTIVITIES, STRUCTURE
AND RELATIONSHIPS WILL BE
ESSENTIAL?**

NOTE: If students give you a blank stare when you ask these questions, reword the questions to be--What was the role of the family in your grandparents' day? What is the role now? What will be the role....? Repeat technique for the second question.

SKILLS

WHAT SKILLS WILL I NEED?

WHERE DO I LEARN THESE SKILLS?

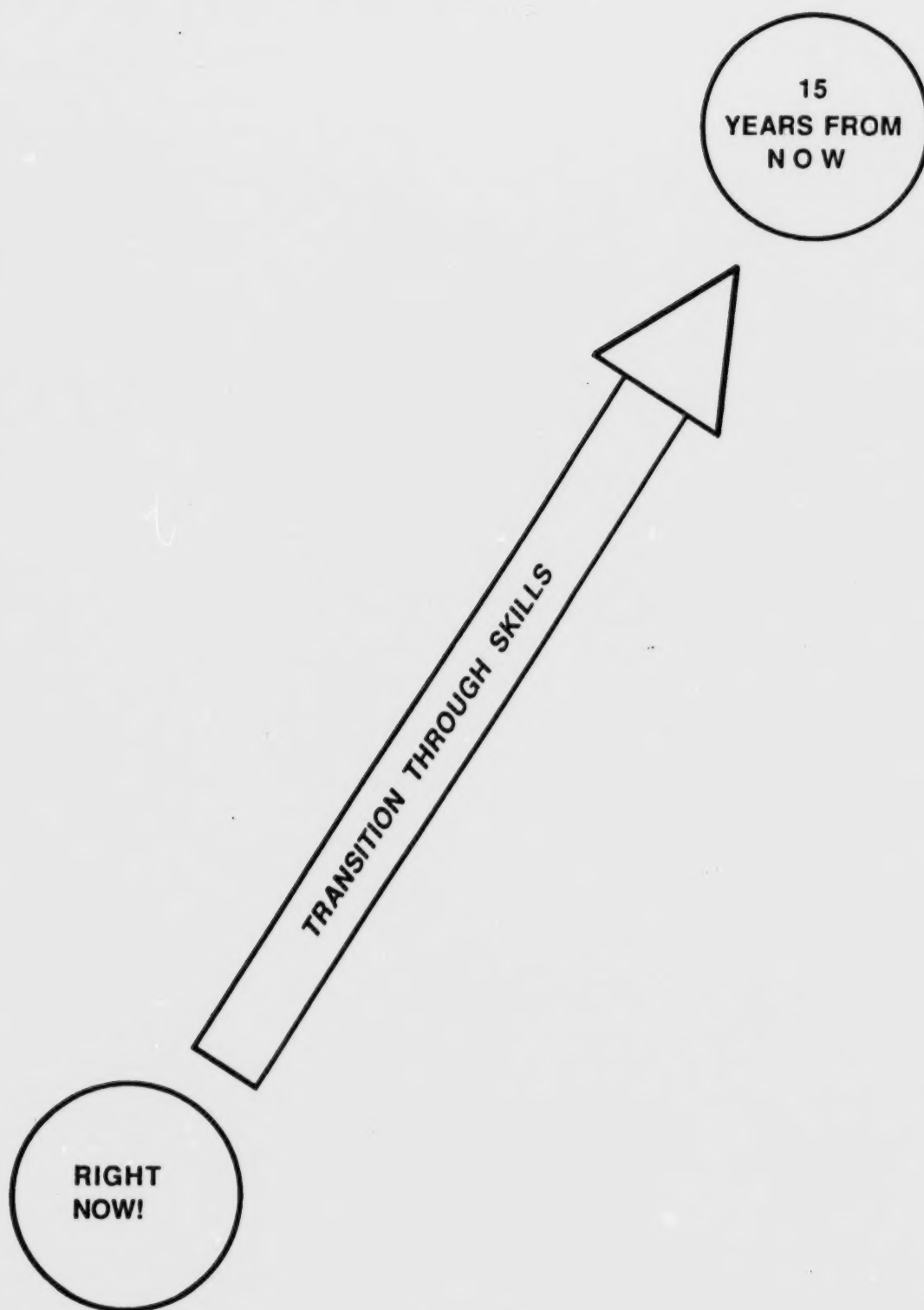
WHAT RESOURCES CAN HELP ME?

WHO?

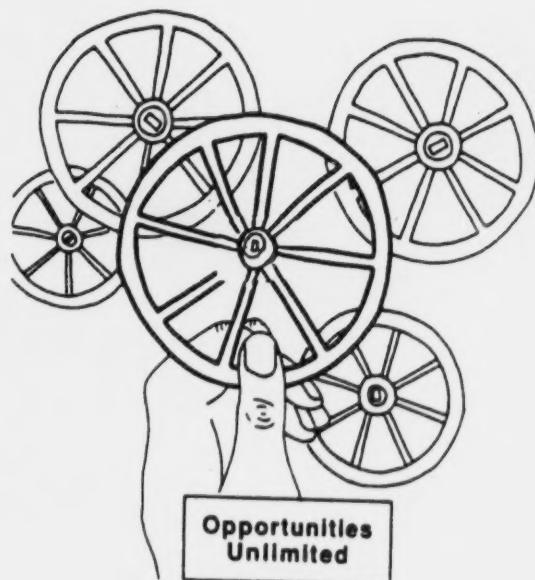
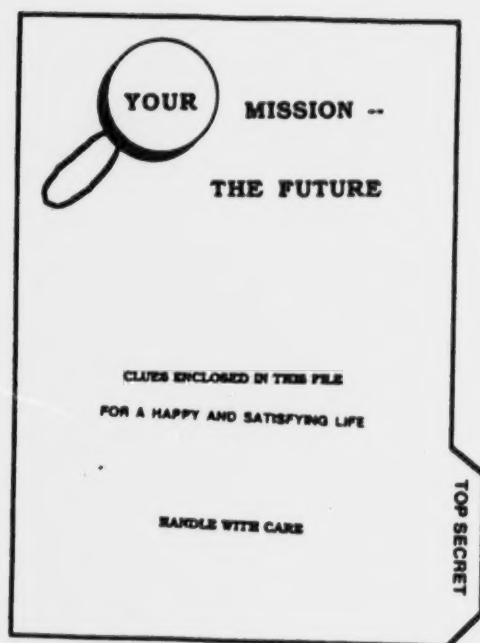
WHAT?

WHERE?

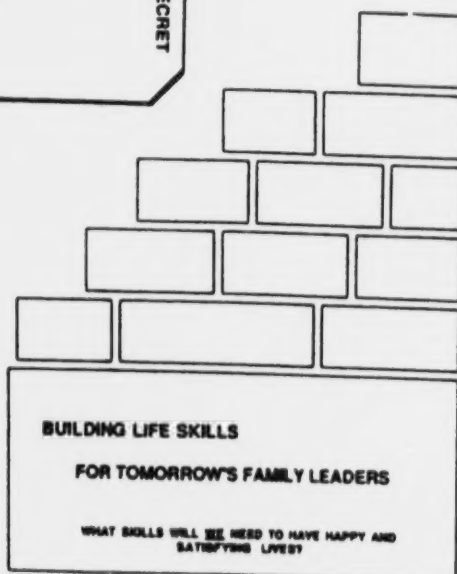
**WHAT CAN I DO NOW
TO BEGIN LEARNING
THESE SKILLS?**



Examples for Theme Transparencies*



FOR A HAPPY AND SATISFYING LIFE



Write student responses to questions on the bricks, spokes of the wheel or cover of the folder.

*These examples are adapted from covers of Washington State FHA/HERO handbooks.

ESSAY PARAGRAPH GUIDE

WRITE AN ESSAY ENTITLED: (Use current FHA/HERO theme and the What do I need to have a happy and satisfying life? question to make up the essay title each year.)

WRITE ONE PARAGRAPH FOR EACH OF THE FOLLOWING QUESTIONS.

1. How do I feel about change and how will it affect the transitions I make into my future of choice?
2. What will be the essential role, structure and relationships of families in the future?
3. What does it mean to lead a family?
4. What three skills will I need to make the transition to my future?
5. What resources are available for me to learn these skills?
6. What can I do to begin improving these skills right now?

WRITE ONE PARAGRAPH ABOUT EACH OF THREE SKILLS YOU WILL NEED TO MAKE YOUR LIFE HAPPY AND SATISFYING.

7. One paragraph should be FAMILY ROLE related.
8. One paragraph should be FAMILY STRUCTURE related.
9. One paragraph should be CAREER related.

OVERVIEW OF POSSIBLE COURSES

PERSONAL CHOICES

FOCUS STATEMENT: The selection of issues which comprise PERSONAL CHOICES represents the concerns or interests of younger students, ranging from grades five through nine, as they face the challenge of understanding themselves, the people around them, and managing their personal lives and resources. The concepts/topics related to each issue provide a unique and innovative way to approach the traditional Home and Family Life concepts while focusing on the development of student's thinking and problem solving skills.

ISSUES:

- What can I do to feel good about myself?
- How can I manage and get along at home?
- What should I do to get along with others?
- Should I prepare myself to handle change?
- How can I get and spend money?
- Should I improve my health?

BALANCING FAMILY AND WORK

FOCUS STATEMENT: The issues and related concepts/topics of BALANCING FAMILY AND WORK integrate the essential concepts of managing a home and family while recognizing the unique diversity of individual and family values and goals, as well as the cultural, ethnic and religious backgrounds which impact decisions and choices.

ISSUES:

- What should I do to lead a healthy and balanced life?
- How do I have successful, satisfying relationships?
- What should I do to positively impact my community?
- How do I manage stress?
- What should I do to be a good parent?
- How do I cope with crisis?
- What should I do to prepare for my future?

FAMILY HEALTH

FOCUS STATEMENT: FAMILY HEALTH is designed to prepare students for life-long decision making, problem solving, critical thinking and management skills related to health and wellness issues impacting families. The primary emphasis is on enabling students to assume an active role in developing healthy lifestyles for themselves and others. Integrating home and family life subject matter, the course focuses on the interrelationships of healthy choices and a productive, satisfying life.

ISSUES:

- How can I make wise consumer choices related to health?
- What community health resources are available to me and my family?
- What preventative health practices will promote individual and family wellness?
- How can my family manage crisis?
- How can I plan for intergenerational care giving?
- What safety practices are important for the well-being of me and my family?
- What should I do to strengthen my family?

PARENTING/CHILDREN

FOCUS STATEMENT: Focusing on relationships and interactions between parents, children, siblings, and other adults, students explore the social, emotional, physical, intellectual and spiritual development of children. This course is designed to assist students in developing appropriate skills and attitudes in working and living with children and understanding the parenting role of individuals in families and communities. Regular, planned experiences with young children are an essential part of PARENTING/CHILDREN.

ISSUES:

- What is the parenting role and how do I know if I'm ready?
- How can I provide for a nurturing, safe environment for children?
- What food, clothing, and living environment choices are appropriate for children of various ages?
- How do I cope with the challenges of lifestyle diversity or limited resources?
- What child-related careers are available?

RESOURCE MANAGEMENT

FOCUS STATEMENT: RESOURCE MANAGEMENT is designed to prepare students to assume roles of earner, citizen and consumer within the economic and social system. The effective management of current and future resources is stressed. Activities will help students make satisfying short and long-term consumer decisions.

ISSUES

- What values, interests, and abilities do I have that affect my decisions as a consumer and manager of resources?
- What are my rights and responsibilities as a consumer?
- How can I use money and other resources to impact the quality of my life?

INDEPENDENT LIVING

FOCUS STATEMENT: Designed to prepare students for responsible decision making in a variety of areas that confront young adults as they leave high school, the primary focus of INDEPENDENT LIVING is the development of essential skills for living on their own, in a family, or with others.

ISSUES:

- How do I accept responsibility for my life and achieve self-sufficiency?
- What should I do to maintain positive relationships at work, home and in the community?
- How do I exercise my rights and responsibilities as a global community member?
- What's the best way to make practical decisions about food, clothing and shelter?
- What should I do to earn money and manage my financial resources?
- What is the most satisfying and productive use of my leisure time?

WHY MUST WE TEACH PROCESS ?

Teresa M. Stone, C.H.E.

The overall goal of home economics education is to enable individuals and families to choose a quality of life that corresponds with their value system and beliefs. Those values, beliefs, and lifestyle must acknowledge what is best for all family members and for the community and world now and in our future. That lifestyle could be called a **Future of Choice**. In order for this to happen students must be taught to use a variety of processes that apply to many different content areas. Many of the challenges they will face are unknown to us and we would be foolish to think that we could teach them everything they need to know as they move into their future. Our only option is to give them skills that will be useful in any situation that might confront them.

Process must be taught before and throughout content to enable students to become "information processors." Information processors can access and use information to make decisions alone and in groups to improve the quality of life for individuals and families. Imagine, if you will, what our society would be like if each family had at least one leader who could:

Identify the issues that are of concern to that family and use a planning process to make a decision or solve a problem.

After making the plan, address the issue by working cooperatively, while acknowledging differences and placing value on each others skills and abilities to carry out the plan. Persons who can do those kinds of things are leaders.

Each term our goal must be to insure that all of our students can effectively use these process skills to lead families by addressing issues of concern.

How do we reach that goal?

In order to become leaders of families, students must first learn processes that enable them to practice leadership skills. These processes apply to many different areas of life and throughout the term students must have opportunities to practice these process skills. These processes include but are not limited to the following:

- Identifying the issues
- Using the planning process for problem solving and decision making
- Working cooperatively in diverse groups (learning style, race, culture, gender, ability level, etc.)
- Practicing leadership skills necessary in functioning families and community groups

The development of these life process skills empowers students to take control of and responsibility for their own choices. They desperately need this personal power to create futures of their choice.

The following **learning plans** are examples of ways to facilitate the learning of these process skills. They all begin with an issue and a relevant question, and end with answers.

Identifying Issues - Empowers students to identify and analyze their priority issues to learn about this term. Guidelines are included to help teachers consciously use sound questioning techniques to help students think critically and creatively.

Learning Styles - Identifies differences between students in a non-judgmental way and helps them to learn how to work with each other.

Cooperative Learning - A method to learn and practice cooperative social skills.

Leaders of Families - Provides a structure to evaluate what needs to happen for groups including families, to work together effectively.

Synergism of a variety of processes and content equal total learning that is greater than the sum of the parts. Success for students comes from learning different types of process first, and then practicing process while addressing a variety of "content" issues. This requires gaining information and learning "how-to" skills. **With process skills learned before and throughout the content, students will gain the power needed to create a Future of Choice.**

THE PLANNING PROCESS Learning Plan

GRADE LEVEL/COURSE: 7-12
APPROXIMATE # OF DAYS: 2

ISSUE: HOW CAN I HAVE A SATISFYING AND SUCCESSFUL LIFE?

RELEVANT QUESTION: HOW DO WE MAKE GOOD DECISIONS?

CONCEPT/TOPIC (Something To Think About): THE PLANNING PROCESS

SUGGESTED OBJECTIVE: Use the planning process as a method for solving problems or making decisions.

PROCESS/LEADERSHIP SKILLS:

- ☒ Critical thinking ☐ Communication
☐ Creative thinking ☐ Cooperative learning
☒ Planning process for problem solving and decision making

INTEGRATED CONTENT AREAS

- | | |
|--|--|
| ☐ Nutrition | ☐ Resource Mgt. |
| ☐ Child Dev. | ☐ Clothing/Textiles |
| ☐ Living Environ. | ☐ Relationships |

RESOURCES (Something To Think With)

Teacher

Information on typical student problems (could be any related articles/pamphlets).
Focus on Choices transparency (T-6)

Student

Student Evaluation Guide
The Planning Process

PROCESS/ACTIVITIES (Some Ways To Think)

- Explain the **Focus on Choices** transparency (T-6). "Every time you make a decision, you first have to cope with a situation and deal with your feelings. Then you decide what you're going to do in the situation. Plan your actions, act and evaluate. These steps are what give you personal power to create a future of your choice."
- Explain and have students write down steps in the planning process using the transparency or a handout.
- As a class, go through the steps using an issue of high student interest (i.e., changing school colors, girls in football, McDonald's serving school lunch).
- Assign an individual decision making problem. "I'm in a situation involving alcohol, how do I stay out of trouble?" (each student defines the specific situation).
- During the next class period, students trade papers and evaluate the other person's process using the **Student Evaluation Guide**. If the student earns less than 90 per cent, they get another problem, i.e., "How do I get a part-time job?" or "How do I decide what car to buy?"
- Repeat the evaluation process the next day. For students who still did not complete the assignment, the next problem is, "What do I have to do to get my homework done?" A possible fourth assignment, "What will I have to do to pass this class?"

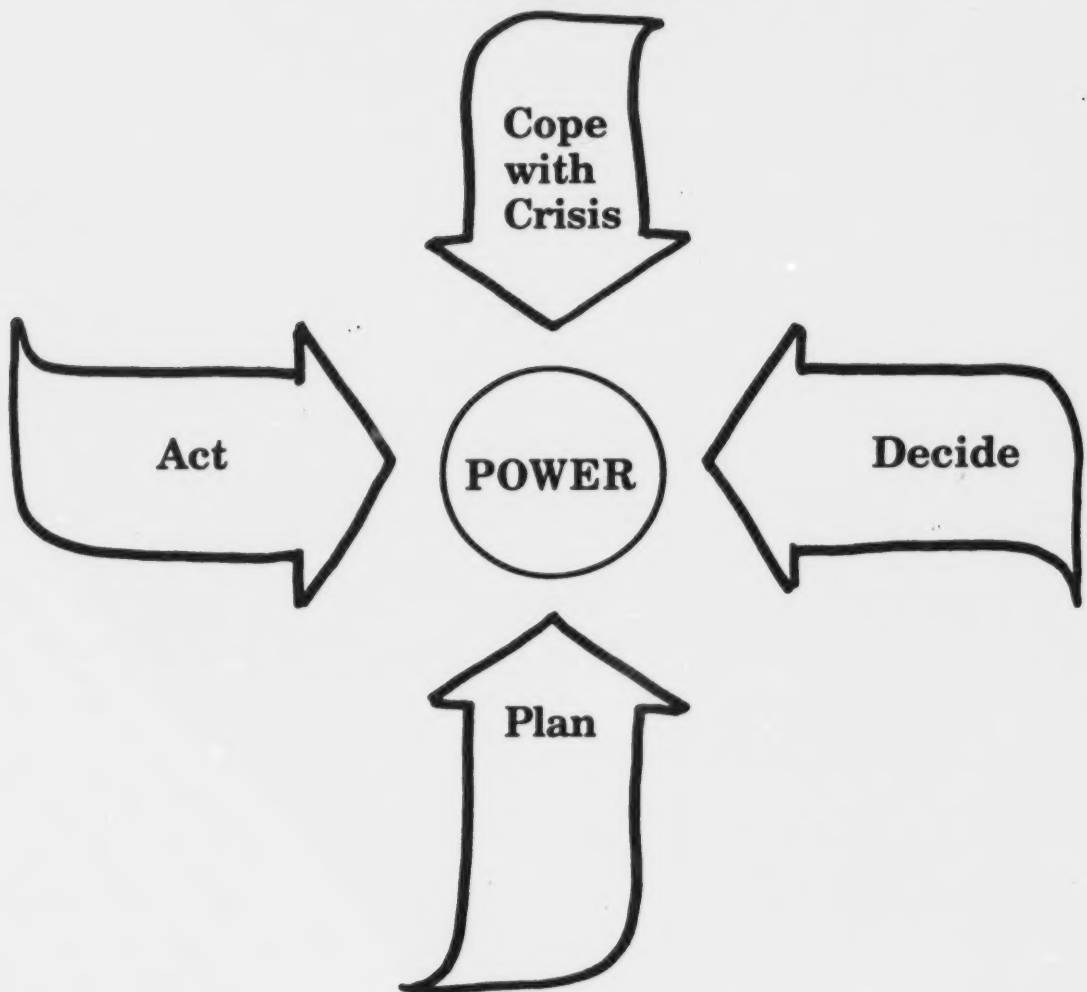
FURTHER ACTIONSTO TAKE (POWER OF ONE, Homework, Extended Learning, Community Service)

Apply the planning process for problem solving and decision making to a situation outside school, i.e., Decide what you can do (not buy) to show someone that you care about them. Students check each other using the **Student Evaluation Guide**.

EVALUATION TECHNIQUES

Completion of **Student Evaluation Guide**.

Focus on Choices



THE PLANNING PROCESS FOR PROBLEM SOLVING AND DECISION MAKING

A. IDENTIFY CONCERNS

1. Define the Problem - put it in the form of a question:

2. Brainstorm at least six possible solutions:

3. Think about the good and bad points of each solution. Cross off all but your three best choices in number two above.

4. Before continuing with this process please list, in priority order, the most important criteria for you when making a choice. Keep this in mind as you complete the following chart.

5. List your three choices in the chart below and answer the questions about each one.

	Choice 1	Choice 2	Choice 3
a. What are the advantages?			
b. What are the disadvantages?			
c. What information do I need?			

EXTERNAL INFLUENCES

Choice 1

Choice 2

Choice 3

a. What would be my family's opinion?			
b. What would be my friends' opinion?			
c. Is there money available for this?			
d. Is there time available for this?			

INTERNAL INFLUENCES

a. Does this fit with my personal values?			
b. Does this fit my life goals?			
c. How do I feel about this?			

EFFECTS OF CHOICE

a. What effect would this have on my family?			
b. What effect would this have on my peers?			
c. What effect would this have on my community and school?			
d. If everybody made this same choice, what would the global effect be?			

B. SET YOUR GOAL - Choose one of your alternatives from above, based on your answers in the chart.

C. FORM A PLAN (Be as specific as possible, giving details about when, where, how, who might help you, and what materials you might use.)

D. ACT

E. FOLLOW-UP

What was the most meaningful consequence of your choice?

If you had to make this decision again, is there anything you would change? If so, what would you do differently and why?

STUDENT EVALUATION GUIDE

Trade homework assignments with someone close to you and begin correcting papers.

Each step is worth five points.

1. Is the problem in the form of a question?
2. Are there six possible solutions?
3. Did they narrow the choices to three?
4. Did they determine advantages and disadvantages for all three?
5. Did they identify needed information for all three choices?
6. Did they consider the external influences for each choice?
7. Did they consider the internal influences for each choice?
8. Did they list the effects of all three?
9. Did they choose one?
10. Did they form a plan?
11. Did they act and carry out the plan?
10. Did they evaluate the choice and the consequences of that choice?

COOPERATIVE LEARNING Learning Plan

GRADE LEVEL/COURSE: 7-12
APPROXIMATE # OF DAYS: 1

ISSUE: HOW CAN I HAVE A SATISFYING AND SUCCESSFUL LIFE?

RELEVANT QUESTION: HOW DO I WORK IN A GROUP?

CONCEPT/TOPIC (Something To Think About): **COOPERATIVE LEARNING**

SUGGESTED OBJECTIVE: Demonstrate cooperative learning skills.

PROCESS/LEADERSHIP SKILLS:	INTEGRATED CONTENT AREAS
☐ Critical thinking ☒ Communication ☐ Creative thinking ☒ Cooperative learning ☐ Planning process for problem solving and decision making	☐ Nutrition ☐ Resource Mgt. ☐ Child Dev. ☐ Clothing/Textiles ☐ Living Environ. ☐ Relationships

Teacher	RESOURCES (Something To Think With)	Student
		Squares Assignment Mutilated Squares activity Cooperative Skills Checklist and transparency (T-6) Materials needed to make cooperative group names

PROCESS/ACTIVITIES (Some Ways To Think)

- Complete **Squares** activity as described.
- Discuss **Cooperative Skills** (T-7) transparency. Relate to the **Squares** activity.
- Assign cooperative groups, with each having a heterogeneous mix of learning style, ability level, gender, race, personality, etc.
- Do the **Mutilated Squares** activity along with the **Cooperative Skills Checklist**.
Each cooperative group names itself by making a personalized license plate, designing a "business" logo, creating a mascot or maybe even designing a rancher's brand!
- Display cooperative group names.

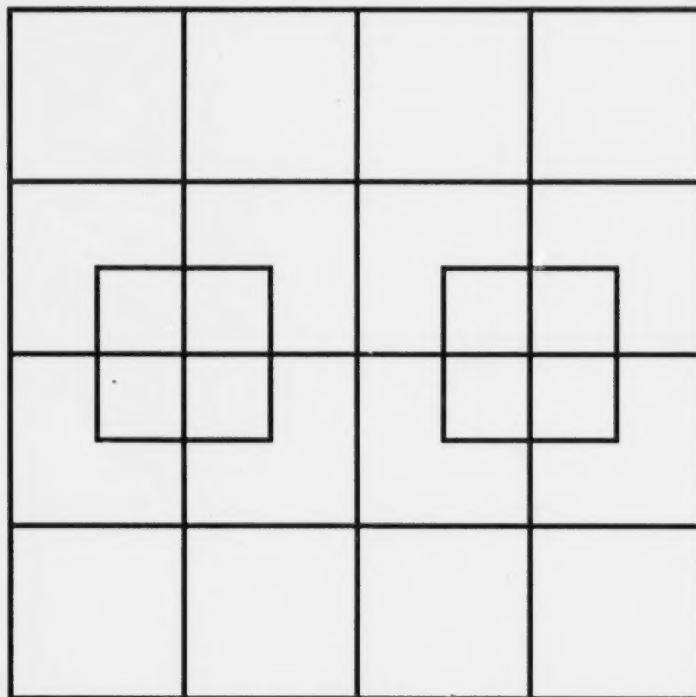
FURTHER ACTIONS TO TAKE (POWER OF ONE, Homework, Extended Learning, Community Service)
Identify cooperative roles that are taken in other situations such as home, the family, at work or other classrooms.
Use co-op groups and **Cooperative Skills Checklist** as a method of teaching course content.

EVALUATION TECHNIQUES

Cooperative Skills Checklist.

SQUARES ASSIGNMENT

1. Each individual counts the number of squares. (two minute time limit)
2. Join with one other person, compare answers, and come to a consensus.
3. Join your pair with one other pair, compare answers, and come up with a team answer. Be prepared to explain it.



HOW DID I FEEL ABOUT WORKING INDIVIDUALLY OR WITH OTHERS?

WHAT DID I NOTICE ABOUT OTHER PLAYERS?

Cooperative Learning Center, David W. Johnson and Roger I. Johnson, 202 Patee Hall, University of Minnesota, Minneapolis, MN 55455

COOPERATIVE SKILLS

1. WORKING TOGETHER

MUTUAL GOALS, JOINT REWARDS, SHARED MATERIALS, INFORMATION, ASSIGNED JOBS.

2. COMMUNICATION

ORAL SUMMARIES, GIVING AND RECEIVING EXPLANATION AND COMPLIMENTS, ELABORATING, ENCOURAGING EACH OTHER.

3. INDIVIDUAL RESPONSIBILITY

SUPPORTING AND HELPING EACH OTHER. RANDOM SELECTIONS OF INDIVIDUAL WORK MAY BE GROUP GRADE.

4. SOCIAL SKILLS

COMMUNICATION, CONTRIBUTING IDEAS, DESCRIBING FEELINGS, GIVING FEEDBACK, TAKING TURNS.

LEADERSHIP: USING KNOWLEDGE, BUILDING INTEREST, GUIDING DECISIONS, ORGANIZING EFFORTS, INVOLVING MEMBERS, COOPERATIVE DECISION MAKING, PROBLEM SOLVING, CONSENSUS COMPROMISE.

5. EVALUATION

USING THE COOPERATIVE SKILL CHECKLIST, ANALYZE HOW WE COOPERATE TO REACH OUR GOAL.

MUTILATED SQUARES

There are four students in each group. Three people are each given five puzzle pieces, one piece from each of the five squares to be formed. The object of the game is to make five squares (equal squares) without talking or gesturing. The fourth person acts as the recorder and fills out the **Cooperative Skills Checklist**.

- Rules:
1. NO talking.
 2. NO gestures.
 3. Only offer pieces - you may not take a piece from another person.
 4. You must accept all pieces offered to you.
 5. Only one piece may be exchanged at a time.

Drawings of completed squares (9" squares cut from heavy tag board).

COOPERATIVE SKILL CHECKLIST

DIRECTIONS FOR USE: (A) Put names of group members above each column. (B) Put a tally mark in the appropriate box each time a group member uses one of the five skills. (C) Make notes on the back when other significant interesting things happen.

	Student A	Student B	Student C	TOTAL
NAME:				
1. <u>Working Together</u> Shared Materials Completed Job Reached Goal				
2. <u>Communication</u> Compliment, Encourage, Share, Help Each Other, Explain				
3. <u>Individual Responsibility</u> Each individual completed their job and can explain what they learned				
4. <u>Social Skills</u> Contributed Ideas, Feedback, Took Turns, Described Feelings, Used Leadership Skills, Compromised				
5. <u>Evaluation</u> What did I do well and what do I need to improve? Do we agree?				

Cooperative Learning Center, David W. Johnson and Roger I. Johnson, 202 Patee Hall, University of Minnesota, Minneapolis, MN 55455

LEARNING STYLES Learning Plan

GRADE LEVEL/COURSE: 7-12
APPROXIMATE # OF DAYS: 3

ISSUE: HOW CAN I HAVE A SATISFYING AND SUCCESSFUL LIFE?
RELEVANT QUESTION: WHAT'S THE EASIEST WAY FOR ME TO LEARN?
CONCEPT/TOPIC (Something To Think About): **LEARNING STYLES**
SUGGESTED OBJECTIVE: Recognize positive contributions of individual differences.

PROCESS/LEADERSHIP SKILLS:	INTEGRATED CONTENT AREAS
☒ Critical thinking ☒ Communication	☐ Nutrition ☐ Resource Mgt.
☒ Creative thinking ☒ Cooperative learning	☐ Child Dev. ☐ Clothing/Textiles
☒ Planning process for problem solving and decision making	☐ Living Environ. ☐ Relationships

Teacher	Student
Any available learning style measurement tool and descriptions of learning styles. Cooperative Learning Group Roles transparency (T-8) Group Jobs transparency (T-9)	Learning Style Task Sheet Cooperative Learning Group Roles list

PROCESS/ACTIVITIES (Some Ways To Think)

- Students complete learning style measurement tool.
- Divide students into groups of like learning styles, with no more than five students in each. Explain that this is the only time they will be working with students of the same learning style. The purpose of this lesson is to learn about the other learning styles and how to work with people of different learning styles. They will practice cooperative learning as they do this assignment.
- Give one **Learning Style Task** sheet to each group. Assign group roles to individuals in the group using either the transparency or list. Review assigned tasks by designating each student to take one of the cooperative group roles. Review the expected behaviors of each role using the **Cooperative Learning Group Role descriptions** and the **Cooperative Group Role transparency** (T-8) as a guide. Put the **Group Job List** (T-9) on the overhead. Decide which job each group member should do according to the **Cooperative Learning Group Role descriptions**. Decide whether students or teacher will choose the presentation method. Possible methods: mind mapping on tag board; charts on tag board; skits; notes on transparency. Students will be more successful if the method they use matches the characteristics of their learning style.
- Students prepare presentations and give to class.

FURTHER ACTIONS TO TAKE (POWER OF ONE, Homework, Extended Learning, Community Service)
Record the learning styles of students and consider style when choosing teaching techniques and appropriate processes to use in class. Be sure to consider cultural influence on learning style. Assign cooperative groups based on a mix of learning styles.

EVALUATION TECHNIQUES

Quality indicator questions on **Learning Style Task** sheet.

Name _____
Date _____
Period _____

LEARNING STYLE TASK SHEET

Your learning style is _____.

TASK: Use description list to define and list five characteristics of your learning style in your own words. Prepare an illustrated talk of 2-5 minutes and present it to the class tomorrow.

GOAL: To increase effective learning individually and in groups by telling others how to work with people of your learning style.

MATERIALS NEEDED:

STEPS TO COMPLETION:

1. Write the definition in your own words:
2. List five characteristics of your group's learning style:
 - a.
 - b.
 - c.
 - d.
 - e.
3. Diagram your visual materials. Show approximate size, color, message.
4. Obtain materials and make visuals.
5. Practice your presentation.
6. Evaluate your work according to these **QUALITY INDICATORS**:
 - a. Are the visuals neat?
 - b. Do they help make the idea clear?
 - c. Does the information presented make it easier to work with a person of your learning style?
7. Make your presentation.

BE A GOOD AUDIENCE FOR OTHER PRESENTERS!

COOPERATIVE LEARNING GROUP ROLES

SUMMARIZER/CHECKER

ACTIONS:

- Keeps on task
- Identifies goal
- Clarifies instructions
- Clarifies expectations
- Paraphrases
- Maintains eye contact with everyone
- Monitors with different people
- Uses active listening
- Regulates flow of conversation
- Gets feedback from each member
- Smiles
- Gives accepting answers
- Points to each person in group
- Looks at each individual

QUOTATIONS:

- "We still need to..."
- "Let's get back to..."
- "Is this what we all mean?"
- "Do we all agree?"
- "Could you clarify that for me?"
- "Tell me in your own words."
- "Go over that once more."
- "Help me understand you."
- "What are the main points?"
- "Are you sure?"
- "Does everyone understand?"
- "Are there any questions?"
- "____, could you explain to ____?"
- "Repeat what you just said."
- "Recorder, read what you have."
- "Say it in another way."

RECORDER

ACTIONS:

- Writes notes as teacher talks
- MUST be neat
- Listens carefully
- Uses good grammar and spelling
- Comes prepared
- Organizes notes and records of meetings
- Knows what is to be recorded
- Knows what format is required
- Knows when to begin
- Knows who is reporting
- Knows who to give information to

QUOTATIONS:

- "What I hear you saying..."
- "Is this correct?"
- "Wait a minute. I need to finish the last statement."

OBSERVER

ACTIONS:

- Has supplies (paper, pen, etc.)
- Knows job of each member
- Records on a checklist for jobs
- Shows empathy

QUOTATIONS:

- "I saw you..."
- "I heard you..."
- "I feel you were..."

COOPERATIVE LEARNING GROUP ROLES

- 1. *LEADER* -- KEEPS THE GROUP
ON TASK**
- 2. *RECORDER* -- WRITES DOWN
IDEAS, SOLUTIONS,
ANSWERS, ETC.**
- 3. *READER* -- LOOKS UP
INFORMATION**
- 4. *CHECKER* -- MAKES SURE ALL
MEMBERS OF THE GROUP
CAN EXPLAIN ANSWERS**

GROUP JOBS FOR LEARNING STYLES ACTIVITY

GET MATERIALS

DRAW DECORATIONS OR DESIGN

USE THE DICTIONARY

GLUE, CUT, PASTE

EVALUATE FOR QUALITY CONTROL

WRITE DEFINITIONS

ENCOURAGER

ACTIONS:

- Maintains eye contact with group
- Smiles
- Makes sure group members:
 - Lean forward to be seen
 - Sit "eye to eye and knee to knee"
 - Use positive hand gestures
 - Have equal seating space
 - Face each other
- Acts as a positive role model
- Looks awake/keeps eyes open
- Gives pats on the back to group
- Uses thumbs up sign
- Acts as a peacemaker
- Makes positive statements
- Compliments group on progress
- Breaks the tension with a joke

QUOTATIONS:

- "Rad!" "Cool"
- "Right on!"
- "Keep it up!"
- "Oh, good job!"
- "You're on the right track."
- "Do you agree?"
- "What do you think?"
- "How do you feel?"
- "_____, it's your turn."
- "Well, what do you say?"
- "I really like the way you..."
- "Good idea!"
- "Let's keep going. We're about done"
- "We want to hear all the ideas."
- "Great! You got your part done!"
- "Hey, when we get done we'll have some free time to talk."
- "We're going to have the best results in the class."
- "_____, what's your opinion?"

RESEARCH RUNNER

ACTIONS:

- Goes to get supplies
- Clarifies the directions with the instructor
- Returns leftovers
- Eavesdrops with other groups
- Steals new ideas

QUOTATIONS:

- "Where are the supplies?"
- "How do I use the supplies?"
- "What amounts of supplies are needed?"
- "Where do the remaining supplies go?"

Developed by Tacoma Valley Home Economics Teachers Area Group
Fall 1989

LEADERSHIP IN THE FAMILY Learning Plan

GRADE LEVEL/COURSE: 7-12

APPROXIMATE # OF DAYS: 1

ISSUE: HOW CAN I HAVE A SATISFYING AND SUCCESSFUL LIFE?

RELEVANT QUESTION: HOW DO WE GET FAMILY PROJECTS DONE?

CONCEPT/TOPIC (Something To Think About): **LEADERSHIP IN THE FAMILY**

SUGGESTED OBJECTIVE: Describe how leadership skills influence family functioning.

LEADERSHIP SKILLS:

☐ Critical thinking ☒ Communication
☐ Creative thinking ☒ Cooperative learning
☐ Planning process for problem solving and decision making

INTEGRATED AREAS

☐ Nutrition ☐ Resource Mgt.
☐ Child Dev. ☐ Clothing/Textiles
☐ Living Environ. ☐ Relationships

RESOURCES (Something To Think With)

Teacher

House building activity materials (tape, paper, note cards, straws, toothpicks etc.)
Leadership In the Family transparency (T-10)
Leadership Skills In the Family worksheet.

Student

PROCESS/ACTIVITIES (Some Ways To Think)

- Explain the transparency, **Leadership In the Family** (T-10).
- Students divide into co-op groups and build a house using material provided. Judge houses on creativity, strength and stability (allow 25 minutes to build houses).
- Each group identifies roles of members of their family during the house building activity.
- Cooperative groups complete the **Leadership Skills In the Family** worksheet, using a situation of their choice i.e., going on vacation, death in the family, going out to dinner, family movie, etc.
- Each group gives an oral report to class explaining the five skills and how they were used in their situation.
- Discuss "Why Be A Leader?"

Best way to keep a family together	Provides optimal quality of family life
Enhances learning process	Uses strengths of all family members
Encourages effective decision making and goal setting	

FURTHER ACTIONS TO TAKE (POWER OF ONE, Homework, Extended Learning, Community Service)

Extend practice of the skill by using worksheet as students interact with their families.

EVALUATION TECHNIQUES

Leadership Skills In the Family worksheet. Oral report on the cooperative process used.

NAME _____
DATE _____
PERIOD _____

LEADERSHIP SKILLS IN THE FAMILY

Situation:

Leadership Skill	Examples of situations Using This Skill
USE KNOWLEDGE	
BUILD INTEREST	
GUIDE DECISIONS	
ORGANIZE EFFORTS	
INVOLVE MEMBERS	

LEADERSHIP IN THE COMMUNITY

Learning Plan

GRADE LEVEL/COURSE: 7-12
APPROXIMATE # OF DAYS: 2

ISSUE: HOW CAN I HAVE A SATISFYING SUCCESSFUL LIFE?
RELEVANT QUESTION: HOW DO I MAKE A DIFFERENCE IN THE COMMUNITY?
CONCEPT/TOPIC (Something To Think About): **LEADERSHIP IN THE COMMUNITY**
SUGGESTED OBJECTIVE: Improve leadership skills.

PROCESS/LEADERSHIP SKILLS:	INTEGRATED CONTENT AREAS
☒ Critical thinking ☐ Communication	☐ Nutrition ☐ Resource Mgt.
☐ Creative thinking ☐ Cooperative learning	☐ Child Dev. ☐ Clothing/Textiles
☒ Planning process for problem solving and decision making	☐ Living Environ. ☐ Relationships

RESOURCES (Something To Think With)

Teacher

POWER OF ONE Handbook
POWER OF ONE STEPS transparency
 (Master in FHA/HERO *Power of One Handbook*)
Certificate (Teacher made)

Student

POWER OF ONE Planning Process worksheet (see Planning Process lesson)
Take The Lead Project Sheet (FHA/HERO *Power of One Handbook*)

PROCESS/ACTIVITIES (Some Ways To Think)

Day 1 and 2 are full day lessons, all of the other days are little or no class time. Students will be working on other lessons while they wait to talk to their measurement teams, etc. Some days are teacher "homework."

DAY 1

- Explain **POWER OF ONE** - class projects for individuals, extended learning possibility and forms of recognition. May show module/unit pins and completion certificates.
- Have students complete the module/unit **"Take The Lead"** concern wish/checklist and identify 2-3 items for possible projects.
- Go over the **POWER OF ONE STEPS**.
- Pass out and explain **The Planning Process** worksheet and the formation of a plan.
- Students complete the **Planning Process** worksheet Form A Plan portion of **Take The Lead Project Sheet**.
- Teacher reads over plans before class the next day and make comments.

DAY 2

- Show the following items from **POWER OF ONE** on the overhead: Form a Plan and Follow Up. If you are using measurement teams, explain measurement team meetings.
- Choose measurement/evaluation teams of one student and one adult or parent monitor. Have students form groups of 2--they become the student part of the measurement team for each other. Have each pair choose an adult from faculty with planning during that class period, counselors, aides, administrators, secretaries, available parents, etc. (Some teachers prefer to form groups of 4, some have acted as the adult team member for every student in their class; some have had parents act as adult member.)

- Pass back planning sheets.
- Students make any needed revisions and turn in again.
- Any students who were absent for planning get caught up. Students work on other learnings.

DAY 3-5

- Contact adults chosen and give sample forms. Schedule them for appropriate time (approximately 10 minutes per student) for a given date during class period.
- Develop a record keeping system for projects--use forms in *POWER OF ONE* Handbook, computer data base, or note cards.
- Explain to students their responsibilities as measurement/evaluation team members. Then students continue with the day's regular lesson.

DAY 6

- Briefly review measurement/evaluation team meeting procedure.
- During the class period, each team meets and reviews each project.
- Students work on class assignment during time not being evaluated.
- Students work on projects within the given time frame (four weeks works well).
- As due date approaches (3-4 day time period) contact adult advisers and give them a sample of the final evaluation form. Give them the date and time for their evaluations.
- Students fill out Follow-up.
- If using FHA/HERO recognition, make record of projects completed under paid members and non-paid members. Paid members may receive pins. Local design certificates may be made for all project completers.

FURTHER ACTIONS TO TAKE (POWER OF ONE, Homework, Extended Learning, Community Service)
Recognition for project completed (ceremony, class meetings, banquet, etc.)

EVALUATION TECHNIQUES

Student completion of plan and Measurement Team/Follow Up Checklist.

IF I TEACH PROCESS IN ALL CLASSES, WON'T STUDENTS REPEAT LESSONS?

Teresa M. Stone, C.H.E.

It does seem confusing at first as to how process can be taught in all classes without repeating yourself over and over. With a chart it is possible to see how, even though the learning plan format may be the same, the activities can be different and, if chosen to complement the subject matter focus in each class, will be fun and interesting for students. If students learn the process in more than one class, they will only get faster and more sophisticated. They will also come to see that the process is what enables them to create a future of choice. The process is what gives them personal power to make decisions, plan projects and work with others to make needed changes and reach their goals.

The challenge to each teacher is to create activities for their particular classes that are different and appropriate, but teachers have been doing that for centuries. This is just one more effort. The chart below is only a beginning and an illustration of the possibilities. Except for the learning styles "tests" and the Teamwork in a Box activity, all activities can be teacher created. The "tests" are generic names for style delineators of various types and can be found in multiple sources. The Teamwork in a Box activity is adapted from the "Adviser" (Fall 1990) newsletter of the Future Homemakers of America, Inc.

Process Skills Learning Activities Overview

	INDEPENDENT LIVING CLASS	FAMILY HEALTH CLASS	PARENTING CLASS	NUTRITION & FOODS CLASS
LEARNING STYLE LESSON	Temperament Test	Personality Styles	Parenting Styles	Learning Styles
COOPERATIVE LEARNING LESSON	Teamwork in a Box	5-pointed star puzzle	Areas of Child Development Puzzle	Job Roles in Family Meal Preparation
PLANNING PROCESS LESSON	Micro/macro Decisions	Pregnancy problem	Parenting Problem	Meal Planning Decisions
LEADERSHIP IN THE FAMILY LESSON	Money Management Situation	Sibling Rivalry Situation	Discipline Situation	Specialty Diet Situation

WHERE DOES CONTENT FIT ?

Chris Wyatt, C.H.E. and Sarah Thomas

Home economics education content changes continuously. It is important to start with issues in which students have some knowledge and then make new knowledge available to them as interest and concern increases. These issues will always match up with society's needs and concerns, and therefore, they should be the content part of relevant home economics education curriculum. All knowledge is gained through the format of decision making and problem solving. Each lesson begins with a relevant question and must produce an answer, action and evaluation. Each lesson requires a choice for the future and process and leadership skills will develop and be practiced. **Content fits when it becomes time to practice process, and when students are able to find answers to their own relevant questions.**

Lessons will address current challenges in a variety of areas, for example, management of home and work resources and responsibilities, parenting/child care, positive relationships, nutrition/wellness/fitness/food choices, individual style (body language, manners, clothes, grooming), use of technology to help fulfill family functions, and environmental concerns.

At the beginning of this section, you will find a focus statement and a list of probable issues for six different comprehensive courses. The first one, Personal Choices, is for younger students, grades 7 through 9. The others are for older students, grades 10 through 12.

Following these course statements, we have included example learning plans to be used with younger and older students. They are easily adaptable to various grade levels. Be sure to note that process skills are practiced in each lesson and that the six traditional content areas of Home Economics education are integrated throughout. FHA/HERO programs are used often as a major focus to promote the practicing of process skills during the content lessons.

Using the process lessons in the first section of this guide before teaching content to younger students makes it possible for these people to think more clearly, consider many sides in decision making, and to plan projects. When you get to the content, they will learn faster, be much more productive and use their time wisely. The two lessons provided for you to use with younger students (Possible Employment and Healthy Family Characteristics) use more than one process and integrate multiple areas of home economics content.

With older students, the process evolves to a more sophisticated level. Students with good process skills are able to learn, apply, and evaluate content. Use the Identifying Issues lesson to get the term started. It may be necessary to set some limits or guidelines if your course has set topics which must be covered to meet requirements for graduation, funding, etc. Then move on to teach and apply the planning process to their issues. Be sure to apply the process to simpler issues first and then move on to ones with more serious consequences.

EMPLOYMENT Learning Plan

GRADE LEVEL/COURSE: *Personal Choices*
APPROXIMATE # OF DAYS: 3-5

ISSUE: HOW CAN I GET AND SPEND MONEY?

RELEVANT QUESTION: WHAT CAN I DO TO EARN SOME MONEY?

CONCEPT/TOPIC (Something To Think About): EMPLOYMENT

SUGGESTED OBJECTIVE: Complete a job application for a part-time or summer job appropriate for current age and skills.

PROCESS/LEADERSHIP SKILLS

☐ Critical thinking ☐ Communication
☐ Creative thinking ☒ Cooperative learning
☒ Planning process for problem solving and decision making

INTEGRATED CONTENT AREAS

☐ Nutrition ☒ Resource Mgt.
☒ Child Dev. ☐ Clothing/Textiles
☐ Living Environ. ☒ Relationships

RESOURCES (Something To Think With)

Teacher

Optional guest speaker from JTPA or Department of Labor and Industries.

Student

Minor Work Laws and/or Youth Employment
 pamphlets available free from Department of Labor and Industries or JTPA local offices.
Skills Checklist
 Job Application

PROCESS/ACTIVITIES (Some Ways To Think)

- Brainstorm questions dealing with youth employment - legal pay, conditions, skills, training.
- Present information on state laws pertaining to youth employment through a guest speaker and/or pamphlet from Department of Labor and Industries or JTPA.
- Complete **Skills Checklist**.
- Relate the skills listed on the **Skills Checklist** to stage of development and importance of getting along with others.
- Brainstorm jobs young people can legally and capably do. In cooperative groups, research these jobs through newspaper classified ads and phone calls to local businesses. Each group then reports on their findings.
- Fill out a job application for a job based on **Skills Checklist** and laws.

FURTHER ACTIONS TO TAKE (POWER OF ONE, Homework, Extended Learning, Community Service)

Produce a Resume (can use computer software).
 Participate in STAR Events - "Job Interview."
 Complete a POWER OF ONE "Working on Working" module/unit.
 Practice job interview techniques through use of mock job interviews or computer software.

EVALUATION TECHNIQUES

Completed Job Application

SKILLS CHECKLIST

Leadership skills are vital for getting ahead on the job. Your past experiences in jobs, volunteer positions, organizations and school have helped you develop some skills.

As you explore and prepare for a career, you need to round out those skills with others.

On the list below, put a "+" by the skills you feel are your strengths. Place an "o" by those needing improvement. Then brainstorm with others ideas for building your leadership skills on the job.

Interpersonal Skills

- _____ getting along with many kinds of people
- _____ assertiveness (not aggressiveness)
- _____ negotiation/compromise
- _____ helping others resolve conflicts
- _____ confidence
- _____ accepting my own and others' faults
- _____ caring
- _____ politeness
- _____ respecting others' work, privacy, values
- _____ honesty
- _____ sharing my life, thoughts, feelings
- _____ tactfulness

Managerial Skills

- _____ goal setting/choosing priorities
- _____ good time management
- _____ praising when appropriate
- _____ offering constructive criticism and suggestions
- _____ identifying and building on others' strengths
- _____ self-discipline
- _____ reliability
- _____ inspiring teamwork
- _____ flexibility
- _____ assuming responsibility
- _____ accepting criticism with a positive attitude
- _____ balancing personal, school and work life

Communication Skills

- _____ expressing ideas one-on-one
- _____ speaking to small groups
- _____ speaking to large groups
- _____ filling out forms correctly
- _____ writing effective business letters
- _____ writing clear complete reports
- _____ good listening habits
- _____ providing feedback
- _____ learning about needs and interests of audience
- _____ making business phone calls

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Entrepreneurial Skills

- _____ self-confidence
- _____ energy and determination
- _____ resourcefulness
- _____ leadership
- _____ knowledge of business
- _____ flexibility
- _____ foresight
- _____ initiative
- _____ need to achieve
- _____ creativity
- _____ positive attitude
- _____ profit orientation

Skills that need the most improvement:

Ways to improve these skills:

What is a specific job that is currently available and for which you are qualified?

Name of job: _____

Employer: _____

Pay: _____

Location: _____

Explain how you will use your leadership skills on this job:

HEALTHY FAMILY CHARACTERISTICS Learning Plan

GRADE LEVEL/COURSE: *Personal Choices*
APPROXIMATE # OF DAYS: 3-4

ISSUE: HOW DO I PLAN FOR MY FUTURE?

RELEVANT QUESTION: HOW CAN MY FAMILY BE HAPPY?

CONCEPT/TOPIC (Something To Think About): **HEALTHY FAMILY CHARACTERISTICS**

SUGGESTED OBJECTIVE: Analyze characteristics of a healthy family and practice a healthy family behavior in own family.

PROCESS/LEADERSHIP SKILLS

☒ Critical thinking ☐ Communication
☐ Creative thinking ☒ Cooperative learning
☒ Planning process for problem solving and decision making

INTEGRATED CONTENT AREAS

☒ Nutrition ☐ Resource Mgt.
☐ Child Dev. ☒ Clothing/Textiles
☒ Living Environ. ☒ Relationships

RESOURCES (Something To Think With)

Teacher
Secrets of Strong Families, Stirrett & Defraire
Traits of Health Family, Curras

Student
Family Attitudes worksheet
VCR tape of 2 TV shows dealing with families, one from the 1950 or 1960 era and one current.
Families through Media's Eye worksheet

PROCESS/ACTIVITIES (Some Ways To Think)

• Each student draw a picture to describe their family in 3 stages:

How It Used To Be	How It Is Now	How You'd Like It To Be
----------------------	------------------	----------------------------

• Write a list of "What I want from my family."

• Each student share one item from their list.

• Teacher records responses on overhead. Form a composite definition of "healthy family." (A teacher summary might include the following: Healthy families find a balance between tolerance/assertion and find win/win solutions. Solve, survive, endure any problem - it will make us stronger; anger without violence, disagree without dislike.)

• Each student complete **Family Attitudes** worksheet. In a cooperative group, discuss whether the individual "Family Attitude" worksheets fit the class definition of a healthy family.

• Watch a TV show dealing with families from the 1950 or 1960 era, Donna Reed, My Three Sons, Leave It To Beaver. Fill out the **Families through Media's Eye** worksheet. Discuss as a class.

• View a current TV show dealing with families, Cosby Show, Family Ties. Again fill out **Families through Media's Eye** worksheet. Through class discussion, compare the current show to previously viewed one.

• Guide discussion on student's perception of their family from drawings, the class definition of a healthy family, and the media's portrayal of family to see if and how they interrelate.

• Student will select a "Healthy Family" to identify in writing and make a commitment to practice this healthy family behavior for a two week period. Keep a daily journal of progress.

FURTHER ACTIONS TO TAKE (POWER OF ONE, Homework, Extended Learning, Community Service)

Complete "Family Ties" - (POWER OF ONE) module and/or "Family Communications" - STAR Event. Explore how families have changed and characteristics of a healthy family are influenced by housing, clothing and food habits.

EVALUATION TECHNIQUES

Student journal. Student participation in class and group discussion.

Name _____

FAMILY ATTITUDES

1. What is the main purpose of a family?
2. What is the most important thing parents can give their children?
3. How do you perceive the role of females in a family?
4. How do you perceive the male role in a family?
5. Why is the divorce rate increasing.?
6. How has modern technology changed the family?
7. What is the biggest problem families face?
8. How are you different from your parents?
9. In what ways can important family decisions be made?
10. If you had a spouse and/or children of your own, what would you like this family to be like?
11. When you become an adult, what kind of a family would you like to have?

Name_____

FAMILIES THROUGH MEDIA'S EYE

1. Name of program.
2. What year was the program made?
3. What type of family is shown?
4. Record responsibilities of family members.

Mother_____

Father_____

Children_____

Other_____

5. What conflict, problem or crisis is the family facing? Describe it.
6. What was done to resolve the problem?
7. Were the consequences of this choice what the family wanted?
8. How might your family solve the problem?
9. Are any values being illustrated about personal or family life?
10. How was this similar to your own family?
11. In what ways does this differ from your own family life?
12. Does the show create stereotypes about family life?
13. Is family life shown realistically?
14. What does the program imply about families?

LIFE CYCLE ROLES Learning Plan

GRADE LEVEL/COURSE: *Balancing Work and Family*
APPROXIMATE # OF DAYS: 2 - 3

ISSUE: HOW DO I "GET IT ALL TOGETHER?"

RELEVANT QUESTION: HOW DO I DO KNOW MY ROLE?

CONCEPT/TOPIC (Something To Think About): **LIFE CYCLE ROLES**

SUGGESTED OBJECTIVE: Comprehend the roles, responsibilities and expectations which change through various stages of the life cycle.

PROCESS/ LEADERSHIP SKILLS

- ☒ Critical thinking ☒ Communication
☐ Creative thinking ☒ Cooperative learning
☐ Planning process for problem solving and decision making

INTEGRATED CONTENT AREAS

- ☐ Nutrition ☒ Resource Mgt.
☒ Child Dev. ☐ Clothing/Textiles
☒ Living Environ. ☒ Relationships

RESOURCES (Something To Think With)

Teacher

Transparency of definitions - Role, Lifestyle (T-11)
List of persons to interview

Student

Handout and transparency - Career and Family Life Cycle
"My Roles Throughout the Life Cycle" (T-12)
Work/Family Responsibilities interview.

PROCESS/ACTIVITIES (Some Ways To Think)

•Small groups define role, lifestyle, agree on definition.

•List, compare and contrast expected behaviors in various roles (family member, student). In your role of _____, what behaviors are expected? Are these behaviors same or different, why? Do you play any more roles in your present lifestyle? What roles will you play in the future that you don't have to play now?
My Roles Throughout the Life Cycle (T-12) time line.

•Report, examine, compare and contrast responsibilities of roles throughout the life cycle. Write on board. Then ask, Which of these roles are typically associated with work? Which are typically associated with personal/family life? Students may recognize that roles such as friend, worker, volunteer, and club/organization members may be associated with roles at work and at home. Students, while they are assuming the role of an employee, may still be a parent, spouse or family member.

•Ask students to share their role choices for age 65. Help them to understand that there may be some roles that they no longer play or some new roles that they did not formerly have. Students save the worksheet. Conclusions may be--A variety of roles will be assumed during the life cycle. Some of these roles will overlap and some will begin and end throughout life.

•Students interview one or two persons outside of class (suggested types included) using the **Work/Family Responsibilities** interview. Divide class into groups according to the type of person they interviewed. Share the results of interviews and identify common or similar responsibilities for the people interviewed. Groups will identify five or more common responsibilities and create columns on the board for each type of person and their responsibilities.

•Discuss each stage of the life cycle and its various responsibilities related to work and family life by asking questions like, How are some of these responsibilities to self, family, and work similar throughout the life cycle? Does age have any influence on these responsibilities? Does the balance of work-related responsibilities and family-related responsibilities change during particular stages of the life cycle?

FURTHER ACTIONS TO TAKE (POWER OF ONE, Homework, Extended Learning, Community Service)
Use **Work/Family Responsibilities** and interview students.

EVALUATION TECHNIQUES

Completion of interview and participation in activities. Participation in activities.

LIFESTYLE

LIFESTYLE

the typical way of life for an individual, group, or culture; a way of life that reflects the attitudes and values of a person.

Examples:

single person, married person with no children, communal living, dual-earner marriage, traditional marriage.

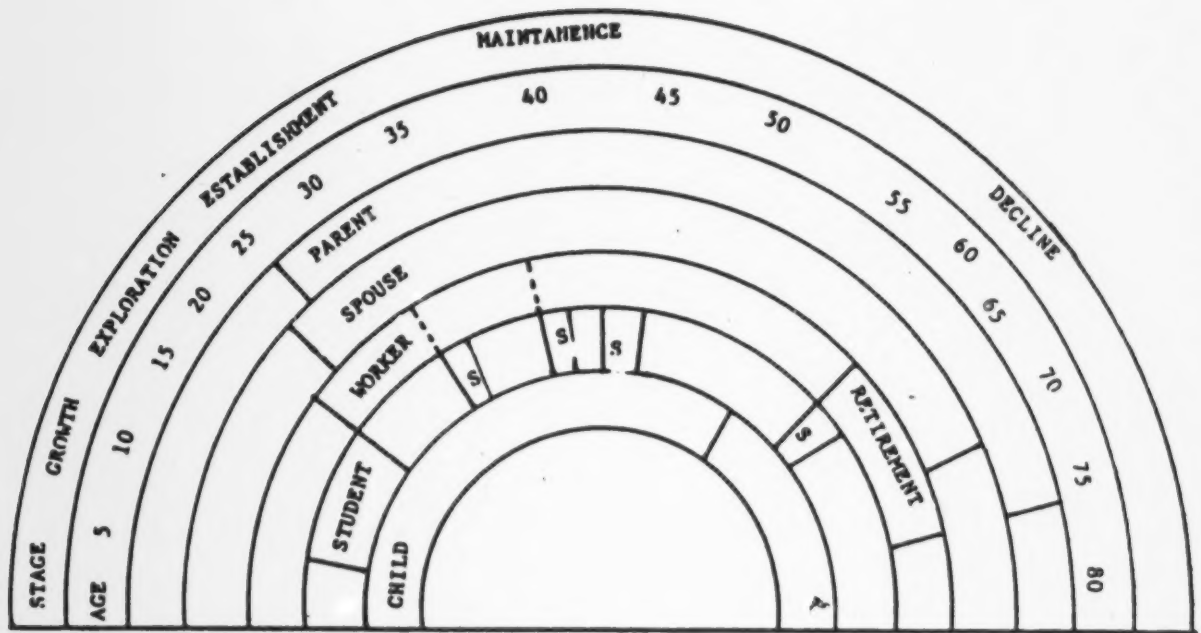
ROLE

ROLE

a set of behaviors which are encouraged and expected of an individual in a given social position at a given time.

- Webster's Dictionary 9th Edition

CAREER AND FAMILY LIFE CYCLE



Adapted from Super, D. E. (1980). A life-span approach to career development. Journal of Vocational Behavior, 16, 282-296

MY ROLES THROUGHOUT THE LIFE CYCLE

18

25

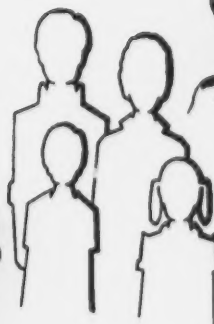
35

45

55

65

75+



**TYPES OF PERSONS TO BE INTERVIEWED
(or invited to class for a panel)**

1. Retired person who is married.
2. Single parent (mother or father).
3. Parent in dual career/earner family with preschool children.
4. Parent in dual career/earner family with school age children.
5. Young single professional.
6. Remarried adult with children.
7. Married person with no children.

WORK/FAMILY RESPONSIBILITIES INTERVIEW

Name _____

Type of person interviewed _____

1. What is your age and gender?
2. Describe what you do in a typical day.
3. Which responsibilities are work related and which are personal or family related?
4. Do you often have time in the day just for yourself?
5. How many others count on you each day? Who are they and how do they depend on you?

MONEY MANAGEMENT/BUDGETING Learning Plan

GRADE LEVEL/COURSE: INDEPENDENT LIVING
APPROXIMATE # OF DAYS: 4-6

ISSUE: HOW CAN I PREPARE FOR MY FUTURE?

RELEVANT QUESTION: CAN I AFFORD TO LIVE ON MY OWN?

CONCEPT/TOPIC (Something To Think About): **MONEY MANAGEMENT/BUDGETING**

SUGGESTED OBJECTIVE: Demonstrate budgeting skills as applied to their future lifestyle of choice.

PROCESS/LEADERSHIP SKILLS

- | | |
|--|--|
| ☒ Critical thinking | ☒ Communication |
| ☒ Creative thinking | ☒ Cooperative learning |
| ☒ Planning process for problem solving and decision making | |

INTEGRATED CONTENT AREAS

- | | |
|---|---|
| ☒ Nutrition | ☒ Resource Mgt. |
| ☒ Child Dev/Parenting | ☒ Clothing/Textiles |
| ☒ Living Environ. | ☒ Relationships |

RESOURCES (Something To Think With)

Teacher

Vocabulary word definitions
On Your Own Activities Step I, Step II, Step III
Current local average costs for food, clothing and child care expenses

Student

On Your Own Activities Step I, Step II, Step III
Newspapers for job and apartment listings
Phone books for community resources and cost estimates

PROCESS/ACTIVITIES (Some Ways To Think)

•First students will complete the **On My Own Step I** activity.

•In cooperative groups discuss findings, make suggestions and share information. Decide if they may want to choose a roommate from the group. Evaluate and make any changes needed.

•Individually or with roommates complete **Step II** of the **On My Own** activities.

First the teacher must explain and define: budget/spending plan, gross income and net income, fixed expenses, flexible expenses, emergency fund and regular expenses.

Second the students transfer numbers from the Step I page to any monthly financial plan form that includes spaces for income and fixed and flexible expenses. There should also be pages that break down expenses to housing, food, transportation, etc. Each teacher will need to choose a form that will cover the material to the extent appropriate for the age and ability of the class. After the students have transferred the expenses numbers as they know them, and before they subtract expenses from income, have them draw one or two unexpected expenses from teacher-made cards. Examples might be: a dental appointment, a haircut, a "fender bender", a sick pet, somebody's birthday present, an important date. Then they go on to see if their income will cover expenses. Students must make adjustments as needed to balance the budget before the assignment is considered complete.

•As a cooperative group, students must reach consensus as they evaluate their experience during this activity. They will use the **Step III On My Own Evaluation Form**. As they complete the evaluation form, the teacher or a cooperative group member can evaluate their cooperative learning process with the cooperative skills checklist found in that learning plan.

FURTHER ACTIONS TO TAKE (POWER OF ONE, Homework, Extended Learning, Community Service)
Do an FHA/HERO Financial Fitness project.

EVALUATION TECHNIQUES

Balanced budget pages and **Step III On My Own Evaluation Form**

ON MY OWN PROJECT

Name _____

Date _____ Period _____

The following project is designed to give you a realistic view of finances when first living independently. You will also practice techniques to use when making decisions about finances and working cooperatively with other people when dealing with money issues.

The project has three parts:

1. Predict and plan
2. Analyze and evaluate financial information, calculate numbers and make adjustments as needed.
3. Evaluate your process skills during this activity and list the steps and activities you will need to remember when you have to do your own spending plan in the future.

STEP I PREDICTING AND PLANNING

FINANCIAL INFORMATION

Directions: On your own paper answer the questions and complete the activities below:

1. From the classified ads of a newspaper (or another local resource) select three help wanted ads for which you might qualify after finishing high school. Cut out the ads and attach to your paper.
2. Assume you have been offered all three jobs. List the pros and cons of each job and make a choice. You may have to call to get the needed information. Explain why you chose this particular job.
3. State where the job is located, hours and benefits.
4. State the gross monthly salary (before deductions)
State the net (take-home) salary (gross salary minus deductions, about 20%)
5. Identify the concerns you have about future living arrangements. List your housing needs. (Living at home with your parents is not an option for this assignment.)
6. Find ads for three possible places to rent which meet your needs. Allow one fourth of your income for housing. Cut out the ads and attach to your paper.
7. Make a selection and tell why you have made this decision.

8. How much is the rent per month? What is included in the rent?
What is the estimated cost for utilities, etc., not included in the rent? You may have to call for this information.
9. List other costs associated with the rental (deposits, parking, etc).
10. Where is the rental?
11. Tell how you plan to get from home to work. If you plan to buy a car, find one in the classified ads and attach the ad to your paper.
12. How will you pay for the car? Give the cost and amount of payments, insurance, estimates of maintenance, gas and repairs.
13. How will you furnish the rental? (Is it furnished? Buy new furniture or rent?) How will you pay for it and what will it cost? (Help from parents is not an option for this assignment.)
14. Estimate the following costs for one month:
 1. Food (How often will you eat out?)
 2. Child care if you will need it
 3. Clothing and laundry (Be sure to consider clothes for work)
15. Give other details about your future lifestyle which will affect your financial plan. For example, if you will be going to school, hobbies, children to support, pets, etc.
16. List your recreational activities and state the monthly cost.
17. Describe a vacation you would like to take for one week after your first year of independence, this is required for this assignment. List the costs involved.

ON MY OWN PROJECT

STEP III EVALUATION

Name _____

Date _____ Period _____

1. List the steps in the planning process that you used and identify what you did in each step.
3. How did discussing your plans with cooperative group members help you to make better judgments? Be specific. Give examples.
4. If members of your group chose roommates, how did working together make this project easier or harder?
5. What problems did you have in doing this project and what could you do to eliminate these the next time you go through this process?
6. What were the most valuable things you learned from doing this project?
7. Make a list of "things to remember" when doing your first "spending plan" in real life?
8. Can you think of anything I should change about this project to make it more realistic for the next class?

HOW WILL I DO THIS WITH SPECIAL NEEDS STUDENTS?

Teresa M. Stone, C.H. E.

Cooperation between the special needs and home economics education teachers is essential to the success of special needs learners. Home economics teachers must acknowledge needing help with special needs students. A willingness to change, adapt and share materials, relax the territorial boundaries and be creative are essential characteristics. Remembering that the learning goal is the priority and that there are many paths to reach that goal is a key to answering the question of why not?, rather than why?. Patience, perseverance, and a sense of humor will go a long way toward managing the stress that comes with every teaching challenge. Pride and expertise in a job well done should be modeled as this will help special needs students desire to do quality work.

Home economics teachers must first examine the course scope and sequence. It must be sequential and lead from one issue to the next in complexity. Each issue should have identified priorities based on:

1. Must know
2. Need to know
3. Nice to know

Home economics teachers must communicate this to the special education staff and be able to tell them what they are doing at least a week ahead of time. Remember that they are cooperating with many different teachers. Be sure to highlight text or handouts as to the most important information. An advanced student could probably do this for you. If there are any changes in schedule or concepts be sure to let them know! A time should be arranged on a weekly basis to exchange information, 10 minutes after school one day a week may be all it takes!

Resources to use with special needs students can be a challenge. Identifying and using special resources may be an alternative but having a special education teacher evaluate the materials you are currently using and suggest changes, especially in basic skill areas, will probably be the most effective. Home economics courses do reinforce the traditional basic skills but announcing at the beginning of a lesson, for instance, that baking is really applied chemistry, can scare many students. This can provide a real barrier to learning. Tell students they have done algebra or chemistry after they have succeeded on the project! It will be a great boon to their self-esteem. Helping special needs students to use the standard materials also gives them the opportunity to build their own self-concept.

Special needs educators may be able to serve as team teachers when there are a number of special needs individuals enrolled, or the severity of disability calls for a classroom aide. Those staff people can serve as tutors, monitors, objective trouble shooters who can analyze problem areas and find solutions later. They can watch for "hot spots" in student interactions, causes of problems related to texts, examples, worksheets, etc. They can give oral tests, ask students to demonstrate a skill, or manage a large group learning experience while the home economics teacher works with one or a small group of special needs learners. Special needs teachers can also

listen to directions and vocabulary used by the home economics teacher to see where they "lose students."

Special needs teachers' in their own classrooms can support home economics program learnings by clarifying vocabulary words and by isolating-integrating-isolating concepts such as density, nutrient density, density. Then, when those students are in class they will have the subject matter foundation established that other students will be able to grasp quickly. Where appropriate, they can use similar routines and forms for classroom management. Routines that encourage decision making by students are especially important, as this is expected in home economics classrooms as well as in the real world. Those same routines should be similar to what will be found on the job or in the family.

Process Before Content home economics curriculum incorporates learning strategies especially effective with special needs learners. Among these is identifying learning styles, which is of great help in understanding what needs to be done for individual students to enhance their learning. Also, cooperative learning uses peer teaching and modeling of appropriate behavior as core strategies. Equating the cooperative role names used in school to family and job roles will help make the idea less abstract and more relevant.

Summarizer/Checker	= Parent	= Store manager
Recorder	= Bill Payer	= Bookkeeper
Observer	= Disciplinarian	= Personnel manager
Encourager	= Big brother/sister	= Shift boss
Research/Runner	= Shopper	= Delivery person

Some practical application tips related to lessons in the Process Before Content curriculum are as follows:

1. When teaching the steps in the Planning Process for problem solving and decision making, teach the first step at least three times, check to see if everyone can put the problem in the form of a question, then go on to the next step and teach it using the same three problems. Keep the problems very simple (What shall I eat for breakfast?). This is much more effective than teaching the steps in sequential order, starting over at the top each time.
2. Use choral response to get students to memorize the steps. After repeating a few times all together, most everyone will be able to at least recite them. That is certainly a prerequisite to understanding them and/or using them!
3. When asking students to memorize where items are stored in foods units, draw a map of cabinets and include pictures of the main items in each cabinet or drawer. Non-readers will "get the picture" of storage and will learn names of equipment at the same time. Check with your technology education staff to see if they have an advanced student who may be able to help make this map.

4. For whatever classroom management forms you use, planning food labs, using the planning process, etc. be sure to have example forms filled out correctly. Post or give to each student as needed. Trying to do something you've never done before without an example is a tough task for anyone!

5. Use consistent language on all hand-outs and when giving directions. Kitchen vs. unit vs. station, group name vs. group number, etc., would confuse many of us.

6. Use the planning process format to help students learn what to do when they are supposed to work independently. Teach this as a classroom routine:

Identify Concerns: What do I do when I am supposed to learn on my own?

Set Your Goal: Complete my assignment by the end of the period.

Form a Plan: Read the assignment goals poster (teacher made) and follow directions on the assignment directions poster (also teacher made). If I'm still not sure, check with a member of my cooperative learning group.

Act: Complete the assignment/project.

Follow-up: Check my assignment against the directions poster, be sure my name is on the paper and turn it in.

Grading systems seem to always cause a real problem but the bottom line is that special needs students' grades should reflect equivalent learning. Evaluation techniques may be different but the letter grade should reflect the same level of skill. Some written assignments can be excused from the points possible total (some computer programs will do this for you). Direct experience in the sink or swim format is a great way to evaluate as long as students are required to fix any negative consequences. In other words, they can't drown, i.e., fail. Using periodic checkpoints will make a big difference in catching a concept not understood. Early detection will usually prevent course failure. Pointing out how grades have a practical non-school equivalent will make them seem more relevant to students.

In School	=	In the Family	=	On the Job
A		Happy, Showing Care		Promotion and Raise
B		Cooperative		Promotion or Raise
C		OK, Little sharing		Keep job (satisfactory)
D		Fighting		Potential lay off
F		Family break-up		Fired

Future Homemakers of America programs are an excellent opportunity for special needs students to develop social skills needed to be successful in all aspects of life. These students also need extra practice in setting goals and making decisions, as most of their lives they have been told what to do. If you are an FHA/HERO adviser you know that setting goals and making decisions is the basis of growth for members. If you are not, decision making should be your first move to begin teaching process. FHA/HERO programs are ready made learning plans for teaching process before content within student issues. Special needs students will be motivated and the appropriate level of complexity will be self-defined. The real issue is that you, as their Home Economics teacher, will truly challenge them to learn process skills. That only increases the importance of your task

ACCOUNTABILITY! HOW DO WE DO THIS ?

Teresa M. Stone, C.H.E.

Educators are accountable to so many people and systems it seems overwhelming. Actually, there are four main groups:

1. Students and their families
2. School systems
3. Employers
4. Society in general

When we break the large picture into a series of pieces the whole concept of accountability becomes much more manageable.

STUDENTS AND FAMILIES

First of all, **students** (and their families) **have the right to know what they are learning and how they will be evaluated.** So include them in the related decisions and be sure they have copies of all decisions. Letters home to parents and course outlines should all emphasize that students will be learning to be leaders of families who know how to use a variety of processes to address issues affecting families. When the course is over they will know they have succeeded because they will have used processes to reach their goals, be able to identify the steps in the processes and be able to apply them in multiple situations. They will have developed a higher self-esteem, they will feel a sense of increased personal power and will be closer to being a capable leader of a family. Most importantly, they will have answered the relevant questions they identified at the beginning of the course. Never again will you have to worry about relevancy or being up-to date. Try asking the students a few questions on a student reaction questionnaire at the end of the course. You'll probably be surprised at the depth of thought and positive reactions. Stay away from the traditional course/teacher evaluation forms as students tend to give little thought to these.

THE SCHOOL SYSTEM

The school system seems to require incredible amounts of paperwork. Objectives, lesson plans, evaluations, gradebooks, progress reports, end of the year reports, the list goes on and on. Let's take this one piece of paper at a time.

Objectives: Overall course goals and objectives should be written in terms that make the concept of learning process before and throughout content obvious. There are example goals and objectives in Appendix A. Administrators will probably be happy, or maybe even relieved, to find that some of their staff are trying to make changes at the classroom level that actually meet the criteria so often cited in literature and research on educational change. Be sure to talk to your immediate supervisors early in the change process. They have access to local data and broad research and will be of great help as you move through the local system. Administrators are your

best resource to get new objectives into whatever form your district requires. Remember, in the end they and their program or building will appear even better because of the success of your students. You CANNOT make lasting, significant change without their support. An interesting statistic to get you started is that according to authentic assessment studies, if you were to teach 100% of content at the knowledge and recall level, students would remember 20%. If you teach 50% of the content at the application, synthesis and evaluation levels (PROCESS) students will remember 40%. If that 50% addresses high priority issues, those students will truly have earned an education. The really exciting part is that the education is transferable to other life situations.

Objectives written for each learning plan will have to be specific and measurable. Be careful here. Be sure you have on paper a good, clear sentence that really shows the idea of teaching process. When you are actually teaching the process, process is the content. This will happen at the beginning of each term. For instance, the steps in the planning process need to be memorized, understood and practiced. When writing objectives to learn or use process think in terms of students taking steps, reaching goals, using certain observable behaviors or producing something through process. Check the examples in Appendix A for clarification.

When students begin applying the process to content, objectives will begin with using the planning process... or in their cooperative group students will You will be able to include statements about accuracy of information, product quality, safety standards, etc. One thing is for sure, we need both process and content. Process addresses content and using content requires process.

Now, **learning plans** come next. Be sure that the form you use has places to write in the process being used, the content being addressed, the basic skills used, the SCANS competencies learned, how you address equity or special needs students' concerns, etc. Whatever it is that your district is focusing on must be on that form so that you think about it every time you plan. Keep a stack of forms handy (in the front pocket of your grade book is a good spot) so that it is the easiest piece of paper to reach when you start jotting notes. Notice on the **learning plan** form that the issue, relevant question, concept (something to think about), objective, process/leadership skills, integrated content areas, resources (something to think with), process/activities (some ways to think), further actions to take (application as an individual or in teams) and evaluation all must be identified. This form used to be called a lesson plan. It was teacher centered. There was an objective, a list of what the teacher would do, how the students would react and probably an evaluation technique. There may have been some other details but it seems clear that the **learning plan** form points in a new direction. Be sure to review the wording in learning plans in this guide to get a feel for the kinds of activities you might use in the process/activities section. Also, double check to be sure you are really evaluating the objective listed. Yes, we can change, but old habits are really hard to break and must be carefully replaced with positive, new ones.

Evaluation is the next project. The days of quizzes and test are probably limited as we move toward learning at the higher levels and using process to address content. First of all, students must learn to evaluate themselves and make improvements before

calling something finished and ready to turn in. This is not a new idea, it is traditionally called mastery. Setting up some dates to check progress on assignments will eliminate a lot of problems. Also, some assignments are really practice while students are learning a new skill. They may not need to be graded separately but may be part of a total process, and could be checked off as done with points attached only to the final project.

When evaluating final projects, etc., watch for: Did students meet their original goal? Is the content accurate? Did they use the steps, techniques, or skills necessary to the process? Did you observe good interpersonal and cooperative skills? Can students identify what the process skills were? Remember that steps in the process are equally important, even though some take longer than others to complete. You may want to make them worth equal points part of the time and weight them at others. Use of teacher-made checklists, adaptations of FHA/HERO STAR Event score sheets, the cooperative learning skills checklist, an Illustrated Talk, Power of One follow-up steps are all examples of valid evaluation of process before and throughout content. The main point is to evaluate what students can do or have achieved as opposed to only what they know. Again, check the learning plans in this guide for examples.

Grade books: Probably the pieces of paper that students, parents, counselors and administrators pay the most attention to is the grade book and progress report. If these list assignments as chapter questions, quizzes and homework they are getting little information as to the teaching of process or class issues. Try categorizing assignments to fit the new look of the curriculum. For instance, A Decision Making category might include a case study in class and choosing a Power of One project. A cooperative learning category would include all assignments done in a cooperative group. A communication category might include written research assignments, analyzing product labels, as well as an Illustrated Talk. A Production category could be activities with children, analyzing and acting on a diet analysis or a community impact project. Categories identify the processes learned and assignments identify the issues addressed. Not only does this paint a true picture of what is actually being learned in the classroom, but if you find yourself having trouble putting an assignment in a category maybe it is not teaching toward the goals and objectives of the course.

EMPLOYERS

Does teaching process before and throughout content meet the needs of the workforce? Using the SCANS data as the criteria, the answer is a resounding YES! Appendix B is a SCANS report learning plan checklist. Using that checklist to keep yourself focused when planning learning activities will ensure that your students will gain the competencies needed in the workplace. Remember that home economics courses don't have to do it all. Students have opportunities to learn other places. We should be very proud of what we contribute to the competencies of the workforce of America's future. Most importantly, it should be noted that the quality of one's personal and family life dramatically affects work productivity.

SOCIETY IN GENERAL

And last (you're almost done) society in general wants to know if their taxes are being used wisely. Are we really helping young people to become model citizens and leaders of families that contribute to their communities? When the curriculum stresses process before and throughout content we are developing those leaders. Do our communities know this? Remember, they only know what we tell them. Be sure that all public relations activities focus on issues, process, community impact projects, Power of One projects, etc. Use student successes in these areas to exemplify "Youth At It's Best". The next time you develop a brochure describing the program, think. Consider the assignment categories and possible assignments within each to describe what we do in class. Predict issues and relevant questions to answer, what do we learn about. The next time you write a grant use process objectives applied to issues as the goal and you will receive attention.

If students help identify issues and relevant questions in each class and then use process skills to address those issues, you've made a great start with newsworthy class activities. Positive public relations will be a natural result.

CAN I DO THIS? CHANGE???

Michelle Hamilton

Dear Colleagues,

When I first heard about process before content, I was leery about the idea. I felt that I was already going through a process along with the content. I was working on my fourth year of teaching when my co-worker, Teresa Stone, shared how process before content works. This new idea had me frustrated; I did not fully understand why this had to be a part of the curriculum. I thought, What's wrong with the old way? Why not start teaching the Home Economics content right away?

In my class (a one semester required course for all ninth graders in Bethel School District) students are involved in planning the issues that should be taught. This gives them a sense of ownership and lends more importance to the classroom content. I also teach decision making and problem solving skills. Each student learns how to solve his/her own problems and to work in cooperative groups to solve problems together. Students learn about different learning styles, identify their own, and work with others with different styles. Students realize that people learn in different ways as they reach the same outcome.

I teach a leadership skills unit which is already a part of the Home Economics program. Future Homemakers of America is part of that leadership unit. The classes are organized in committees which allow students to build leadership skills within the group, as well as within the class. Through FHA/HERO the students take on leadership activities that improve or help out in the community.

Halfway through the semester, I sat back and looked at my classroom organization. I realized this new idea really worked. The classroom atmosphere was highly energetic; the students were self-reliant and were learning how to make their own decisions. Without realizing it, I had taught my students how to be responsible, independent individuals with high self-esteem. I also found that it made teaching the content information to them much easier. For example, if the students are working on a learning style poster, they already know how to work in a group. By teaching cooperative learning first they already were practicing the core of good relationship skills. All they had to do was concentrate on the topic. My students were able to function well and rely on each other during food labs, and fewer questions were asked during the clothing units. The students were able to identify their own concerns, decide what they should do, and then evaluate their outcomes, because decision making was taught earlier in the class. Process allows students to function individually as well as in group activities.

By teaching process before content, I do less lecturing in the classroom. I do more monitoring and observing my students teaching each other. I now ask the questions, rather than students asking me. Students have learned how to figure out their problems or concerns instead of being dependent on me. They have become confident in their own decision making and are better prepared for the real world.

If I could go back to my first years of teaching and do what I do now, those three years would have been much easier and more rewarding. Believe me, process before content works ! So try it !

Michelle

YES, CHANGE IS A PROCESS, TOO

Teresa M. Stone, C.H.E.

Home economics program end-of-the year reports in Washington reflect that changes are being made. Nearly all teachers report students brainstorming issues and concerns to set up course content. Questioning techniques are being used more extensively to help students clarify issues of concern. The planning process for decision making and problem solving is being used as a tool for students to plan and evaluate projects. There is a definite growth in the use of cooperative learning activities. It is important to note that many inservice activities are available to train home economics teachers and that there is an expectation that change will occur.

Change has taken place over a period of five years and it will continue. Establishing the issues and using process skills to address the issues is evident across the state. Following are typical examples of what this actually looks like in the classroom.

1. In an Independent Living class students established issues of concern through questioning and brainstorming and then listed those issues on a 7-foot long sheet of butcher paper. After each issue, students wrote two relevant questions related to what they wanted to know about each issue, in order to give direction and focus to class projects and lessons. That is a very different start than being handed a course outline and maybe even a calendar to go with it.
2. A Family Health class started the year by answering the question, What is Health? Then each student drew a jigsaw puzzle on a piece of paper. They listed each topic on a puzzle piece. Their total wellness was represented by the entire puzzle. Then they put a star by the topics that were of most interest to them. These were compiled and divided into three major areas of study: Diet and Fitness, Mental Health Issues and Sexuality Issues. The rest of the semester was spent researching and discussing these issues in various ways and giving Illustrated Talks. As evidenced in the course evaluations, lessons were relevant and students felt ownership in the course
3. At a Vocational Skills Center Child Care program, the year-long program revolved around children's issues. Students have not only studied these issues but have focused on them when teaching children in the preschool. The issue of recyclables lead to a discussion of community helpers and how each of us is responsible for picking up trash and recycling what we can. A trash art experience was provided for the children. Think of the cooperative work, planning and problem solving skills that went into that project. All of these skills were learned to address an issue of student concern.

All content can be learned effectively and quickly when students are motivated and allowed to learn at their own pace, in their own style, doing what they want to do. We all know they have a variety of styles (only some of which are similar to our own) and are much more productive when working on a project of choice. Why fight it? Channel that energy and enthusiasm and then hang on because they are going to take you on some predictable journeys and some that are as new and exciting and fun for you as they are for them. Meanwhile they are learning process skills and home economics content that will carry them through a lifetime of journeys.

EDUCATIONAL LEADERS SUPPORT THE TEACHING OF PROCESS/THINKING SKILLS

Recently, many professional education publications address the need for teaching process in the context of content. In other words, they support the premise that thinking skills essential for solving problems must be taught within the subject matter context. Following you will find excerpts from some of these publications.

"The test for modern curriculum is whether it enables students, at any level, to see how knowledge grows out of, resolves, and produces questions. Curriculums should therefore be organized around essential questions to which content selection would represent (necessarily incomplete and always provocative) 'answers' . . . The aim is to establish clear inquiry priorities within a course, around which facts are learned . . . The implication for curriculum design in all of this is profound: if the students' questions partially determine the direction of the course, it will no longer be possible to write scope and sequence lesson plans in advance. . . Since it is impossible to teach everything we know to be of value, we must equip students with the ability to keep questioning." (Wiggins, Grant, "The Futility of Trying to Teach Everything of Importance," Educational Leadership, Nov. 1989, pp. 46-48.)

"The educational pendulum in America has swung so far in the direction of teaching 'systematically' for measurable and predictable outcomes that the overreaching goal of schooling - to promote independent thinking and lifelong learning - is gradually being eroded and eclipsed. . . Our main goal is to move students toward becoming autonomous learners and thinkers . . ." (Wolfe, Denny, "In Defense of Vague Assignments," The Education Digest, Oct. 1989, p. 42.)

". . . it will be very important for individuals and families to make conscious choices about their values. They must evaluate their relationships . . . their roles and responsibilities . . . and their participation in designing and implementing a society which provides support for many diverse family forms. . . . If the home economics profession is to fulfill its' responsibility for the well-being of individuals and families, we must practice our profession in a way that empowers and enables people to strengthen both their family units and the nation." (Craig, Karen, "Implications of Societal Transitions for Families: Today and Tomorrow," Illinois Teacher of Home Economics, Jan./Feb. 1989, p. 93.)

"During this time of transition from an industrial to an informational era, all students, including home economics students, need to be able to think critically, reflectively, creatively, and ethically. . . . In this transitional time, it is more effective to organize curriculum around the problems of the family. . . . Teaching for thinking is a complex, challenging task. The rewards are many. Individual family members develop new and complex ways to look at the world and to resolve the practical problems of the family. They are able to take a global view of human relationships, cooperatively resolve problems, and risk taking action to improve the human condition. It is these characteristics that will help us work together to create our own preferred history." (Wogensen, Caryl, "Teaching Home Economics in an Age of Transition," Illinois Teacher of Home Economics, Jan./Feb. 1989, pp. 103-106.)

"If learners become more critical, they develop a disposition for examining societal influences from multiple views. They are more conscious of alternatives and the reasons behind people's choices. They can become empowered to change conditions that have a negative influence on them." (Rice, Marietta, "Family Education: Responses to Changing Families," Illinois Teacher of Home Economics, Jan./Feb. 1989, p. 114.)

APPENDIX A

EXAMPLES OF OBJECTIVES, GOALS AND OUTCOMES IN ISSUE AND PROCESS-BASED CURRICULA

WASHINGTON STATE FAMILIES and FUTURES CURRICULUM GUIDE GOAL AND OUTCOMES

All of Home and Family Life education K-12 is focused around one major GOAL.

GOAL

**TO DEVELOP PERSONALLY SATISFYING AND SOCIALLY PRODUCTIVE
LIVES AS INDIVIDUALS AND FAMILIES**

LEARNER OUTCOMES describe what is important for a student to know or be able to do as a result of either activities in this guide or others a teacher or students may design. As always, students are more likely to achieve the learner outcomes if the teacher is able to consistently model the expected behaviors.

LEARNER OUTCOMES

**USING CRITICAL THINKING, CREATIVE THINKING, AND THE PLANNING
PROCESS FOR PROBLEM SOLVING AND DECISION MAKING IN
INDIVIDUAL AND GROUP SETTINGS,**

STUDENTS AND TEACHERS WILL:

- 1. ESTABLISH AND MAINTAIN SATISFYING INTERPERSONAL
RELATIONSHIPS.**
- 2. MANAGE HUMAN, ECONOMIC, MATERIAL AND INFORMATION
RESOURCES TO IMPROVE THE QUALITY OF LIFE FOR INDIVIDUALS
AND FAMILIES.**
- 3. BALANCE FAMILY, HOME, SCHOOL AND WORK RESPONSIBILITIES.**
- 4. RESPOND PRO-ACTIVELY TO TECHNOLOGICAL, POLITICAL,
ECONOMIC, GLOBAL AND SOCIAL CHANGES AS THEY AFFECT
FAMILIES AND INDIVIDUALS**

STUDENT LEARNING OBJECTIVES FOR PROCESS BEFORE AND THROUGHOUT CONTENT

Examples are typical of ones used in a variety of local districts

The student:

1. Demonstrates the ability to function effectively as a group member.
2. Identifies leadership skills.
3. Uses the decision making process to choose a Power of One project.
4. Chooses and plans appropriate activities for children in a pre-school setting.
5. Analyzes a computer generated personal diet analysis to plan and implement wise food choices.
6. Identifies and recognizes the long-term consequences of various choices related to specific behavior patterns.
7. Recognizes home and family issues that need to be addressed now and in their future.
8. Utilizes various resources to learn about and address these issues.
9. Communicates effectively with classmates to plan and implement community impact projects.
10. Uses self-management skills to take responsibility for their part in a team effort.

OUTCOMES FOR HOME ECONOMICS CLASSES

Sumner High School, Sumner, WA.

Kathy Swanson, Instructor

STUDENTS WILL:

LEARN TO LEARN how to use multiple references to identify, assess, integrate and apply information and resources in reasoning, decision making, and problem solving to Home Economics Issues.

COMMUNICATE EFFECTIVELY by expressing ideas and feelings clearly, both written and verbal, active listening, paraphrasing, and resolving conflicts peacefully.

THINK CRITICALLY AND SOLVE PROBLEMS by anticipating, assessing and resolving problems and challenges that accompany the issues related to home economics.

WORK COOPERATIVELY by using effective leadership and group skills to develop and sustain supportive relationships with others in the classroom, at school, and in the family and community.

BECOME INNOVATIVE PRODUCERS who create intellectual, artistic and practical products which reflect originality, high quality, and use of advanced technologies.

INFLUENCE FAMILIES AND THE COMMUNITY by giving time, energy, and talents to improve the welfare of themselves and others and the quality of life in their families and the global environment.

GOALS AND OBJECTIVES FOR JUNIOR HIGH HOME ECONOMICS

Bethel School District, Spanaway, WA.

Bethel District believes that:

Home economics education provides opportunities for individuals to develop life skills necessary for satisfying and socially productive lives in individual, family, community, and global settings.

Goals: The goal of home economics education is preparation for quality individual, family, and community life through:

1. Strengthening the ability of students to recognize complex problems, examine different points of view and find solutions related to everyday real life issues.
2. Using thinking skills and the planning process to reach goals in individual, family, and community settings.
3. Utilizing technological, political, economic, global and social changes to positively affect families and individuals.
4. Balancing family, home, school, and work responsibilities.

SCOPE FOR THE 9TH GRADE HOME ECONOMICS CLASS

Bethel School District

Sequence to be decided by the individual teacher and students.

I. PROCESS SKILLS

- | | |
|-------------------------------|----------------------|
| A. Decision Making | B. Cooperation |
| C. Communication | D. Time Management |
| E. Planning Process | F. Problem Solving |
| G. Setting and Reaching Goals | H. Evaluating |
| I. Critical Thinking | J. Creative Thinking |
| K. Leadership | |

II. PRACTICAL APPLICATION OF PROCESS SKILLS

- | | |
|--|-----------------------------------|
| A. Safety Attitude | B. Sanitation (personal and home) |
| C. Scheduling | D. Organizing |
| E. Dietary Choices | F. Food Preparation |
| G. Resource Management | H. Social Skills |
| I. Positive Work Habits | J. Building Self-Concept |
| K. Dealing With Emotions | L. Child Guidance |
| M. Social Responsibilities (Family, Friends, Community, Human Sexuality, Family Crises, Environmental Issues, Global Issues) | |

APPENDIX B

LEARNING PLAN CHECKLIST

YES NO

☐ ☐

Is the objective related to course issues and relevant question?

☐ ☐

Is this learning essential and the time allotted proportional to life experience?

☐ ☐

Are these process/leadership skills included?

- | | |
|---|---|
| ☐ critical thinking | ☐ cooperative learning |
| ☐ creative thinking | ☐ communication |
| ☐ planning process for problem solving and decision making | |

☐ ☐

Are students taking an active role in planning and implementing the learning?

☐ ☐

Does this learning prepare and encourage students to take further action?

- | | |
|---------------------------------------|---|
| ☐ STAR Events | ☐ Extended Learnings |
| ☐ POWER OF ONE | ☐ Community Service |
| ☐ Other | |

☐ ☐

Are the methods of evaluating learning identified and appropriate?

☐ ☐

Do the learning opportunities enhance student understandings of diversity in gender, culture, economics, ability and background?

☐ ☐

Are two or more home economics content areas integrated in this lesson?

- | | |
|---|--|
| ☐ nutrition and food | ☐ child dev/parenting |
| ☐ living environments | ☐ relationships |
| ☐ consumer/resource management | ☐ clothing and textiles |

SCANS Report Learning Plan Checklist

The foundation and competencies listed below have been identified by the Secretary's Commission on Achieving National Skills as being necessary for a productive workforce.

As you design learning plans check the items incorporated. Make specific notes about where in the plan students will use, develop or demonstrate this foundation and these competencies.

The Three Part Foundation

- I. Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks
 - ☐ reading
 - ☐ listening
 - ☐ arithmetic/mathematics
 - ☐ writing
 - ☐ speaking
- II. Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
 - ☐ creative thinking
 - ☐ problem solving
 - ☐ knowing how to learn
 - ☐ decision making
 - ☐ seeing things in the mind's eye
 - ☐ reasoning
- III. Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty
 - ☐ responsibility
 - ☐ sociability
 - ☐ integrity/honesty
 - ☐ self-esteem
 - ☐ self-management

(Continued on next page)

FIVE COMPETENCIES

I. Resources: Identifies, organizes, plans, and allocates resources

- ☐ time
- ☐ money
- ☐ materials and facilities
- ☐ human resources

II. Interpersonal: Works with others

- ☐ negotiates
- ☐ teaches others new skills
- ☐ serves clients/customers
- ☐ exercises leadership
- ☐ participates with members of team
- ☐ works with diversity

III. Information: Acquires and uses information

- ☐ acquires and evaluates information
- ☐ organizes and maintains information
- ☐ interprets and communicates information
- ☐ uses computers to process information

IV. Systems: Understands complex inter-relationships

- ☐ understand systems
- ☐ monitors and corrects performance
- ☐ improves or designs systems

V. Technology: Works with a variety of technologies

- ☐ selects technology
- ☐ applies technology to task
- ☐ maintains and troubleshoots equipment

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